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ABSTRACT

This teacher's guide is designed for use in presenting a three-unit course in successful human relations that is part of a life skills series intended to help students become more self-sufficient in their personal and professional lives. The course's three instructional units cover these topics: understanding behavior, developing attitudes, and interacting with others. Each unit contains some or all of the following: performance objectives, suggested activities for instructors, handouts, information sheets, supplements, transparency masters, instructional supplements providing suggestions for teaching basic skills and problem solving, job sheets, written tests, and assignment sheet and test answers. Academic skills training is combined with life skills training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

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Successful Human Relations

Developed by the
Curriculum and Instructional Materials Center
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Successful Human Relations

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FOREWORD

The Life Skills series was previously published as Successful Living Skills. The series has been substantially revised and modernized. Life Skills was written to help people become more self-sufficient in their personal and professional lives. The series contains ten modules, covering a range of subjects from *Successful Human Relations* to *Basic Automotive Responsibilities*. Each module takes students through the important areas within the subject matter to develop a basic working knowledge.

Roy Peters, Jr.
State Director
Oklahoma Department of Vocational and Technical Education

ACKNOWLEDGEMENTS

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Thank you to the staff of the Oklahoma Department of Vocational and Technical Education's Curriculum and Instructional Materials Center: Word Processors Charlotte Tarkington, Brenna Tillman, Rose Primeaux, and Margie Kirkendall deserve a note of thanks for their work. Thanks to Terri Tomson, contracts secretary; Bob Davis and his staff in the Art Department; Darrell Stiles and the Warehouse staff, and Danny Darrow and the Print Shop staff.

The substantial revisions in this series could not have been made without the support and encouragement of John Friedemann, CIMC Coordinator, and Dr. Lynna Ausburn, CIMC development coordinator.

Connie S. Romans
Technical Communication Specialist
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education

OTHER MODULES IN THE SUCCESSFUL LIVING SKILLS SERIES

Managing Personal Matters

Effective Employment Practices

Successful Study Habits

Effective Communication

Basic Automotive Responsibilities

Responsible Citizenship Practices

Development of Financial Skills

Successful Clothing Management

Effective Social Skills

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Successful Human Relations contains 3 units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, Suggested Activities for the instructor, Handouts, Information Sheets, Supplements, Transparency Masters, Job Sheets, Written Tests, and answers to Assignment Sheets and Written Tests, all of which are included in the instructor's edition. The student workbook includes the Objective Sheets, Information Sheets, Supplements, Transparency Masters, Assignment Sheets, and Job Sheets. Written Tests may be duplicated for classroom use.

All of the unit components tie into measurable and observable learning outcomes. Instructors are encouraged to supplement these components with other resources in order to make them as responsive to local conditions and individual needs as possible.

Most units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material that can be covered in each class period.
- Skills that must be demonstrated.
  - Supplies and equipment needed
  - Amount of class time needed for demonstrations
  - Amount of time needed for student practice
- Supplementary materials, including print and non-print media, that must be ordered.
- Resource people who must be contacted.

Objective Sheet

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms. The unit objectives states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to see whether the student can do it. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective could be best taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and the community. When objectives are added, the instructor should remember to supply the needed Information, Assignment, and/or Job Sheets, and criterion-referenced test items.

Suggested Activities – Instructor's Edition only

The Suggested Activities section assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. The instructor should read the Suggested Activities prior to introducing the unit to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the "Suggested Resources" section, along with print and non-print media that may be used to teach the unit. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Handouts – Instructor's Edition only

Handouts are supplemental material that is not testable or graded and is nice-to-know. Handouts provide the instructor with additional activities, fact sheets, art, controversial items, and extra practice sheets. They may also include items for the gifted or remedial student. Handouts are used at the discretion of the instructor.

Information Sheets

The Information Sheets provide "must know" content essential for meeting the cognitive objectives stated at the beginning of each unit. It serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective.

Students should read each Information Sheet before it is discussed in class. Space is provided in the margins for students and instructors to add notes that clarify and/or expand on the information provided.

The Information Sheets may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. ☞ **NOTES:** are short verbal additions to the Information Sheet that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. **Cautions** are advisories that tell the student how to avoid causing minor personal injury or equipment damage. **Warnings** are advisories to the student used to avoid serious personal injury or death to the student, persons in the workplace, or users of the project or the procedure.

Supplements

Supplements include instructions that could be used for solving problems or reinforcing the enrichment of learning. The information presented in a Supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or Job Sheets. While Supplements are not tested over directly, they may be used to assist in meeting the performance objectives.

Transparency Masters - Instructor's Edition only

Transparency Masters provide information in a special way. The students may see as well as hear the materials being presented, thus reinforcing the learning process. Transparencies may present new information, or they may reinforce information presented in the Information or Assignment Sheets.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the students' attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Assignment Sheets

Assignment Sheets provide students with information and exercises that address learning levels at or above the application level of Bloom's taxonomy. Assignment Sheets provide written exercises for instruction and practice of a specific objective. The introduction to the Assignment Sheet explains how the Assignment Sheet relates to the subject area and unit component for such information.

Job Sheets

Job Sheets are another important segment of a unit of instruction. The Job Sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

The instructor should demonstrate the procedure outlined in each Job Sheet. Furthermore, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab or salon situation. Job Sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Written Tests – Instructor's Edition only

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. If objectives have been added, deleted, or modified, appropriate changes should be made on the test.

In order to measure and document student competency gains as required by the latest Carl Perkins regulations and as outlined in the Oklahoma-developed system of standards and measures, it is *absolutely essential* that the same test be used as a pretest and as a posttest. If you choose to use tests other than the ones included herein, be sure that the same instrument is used for each activity–pretest and posttest.

A detailed explanation of the Oklahoma plan for standards and measures and the Carl Perkins requirements are included in the CIMC publication, *Measuring Learning & Competency Gain: The Pretest/Posttest Approach.* This booklet and accompanying software designed to assist in calculating and recording student gains are available to all vocational teachers through the school's vocational testing liaison.

Answers – Instructor's Edition only

This component is designed to assist the instructor in evaluating student performance on Assignment Sheets and Written Tests.

PAGE NUMBERING

Each unit will be recognized by the unit number in Arabic numerals. Each unit in the publication begins with page 1. Each page number gives the component name, book title, unit number, and page number within the unit. Since CIMC publications are loose-leaf, this system of page numbering was recently adopted so that pages from different manuals would not get mixed up. The page number for the Objective Sheet in **Unit Title**, which is unit 6, would look like this:

> OBJECTIVE SHEET - Successful Human Relations
> **CIMC** - 6 - 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide student materials for each student. Student workbooks contain Objective Sheets, Information Sheets, Supplements, Transparency Masters, Assignment Sheets, and Job Sheets. Tests are packaged separately for students, and can be stored until needed. Students should be allowed to take their materials home at the end of the course.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement the objectives by providing the "why," personal experiences, and current information. If you are going to teach the material in a group setting, prepare for the unit by deciding the best way to teach each objective and allow for student input.

If you are going to follow the plan for individualized instruction, provide opportunities that will allow each student to become involved in planning for and being responsible for his or her own education.

BASIC SKILLS IN CURRICULUM

The CIMC has always been mindful of the importance of reinforcement (and sometimes remediation) of students' academic skills as they progress through vocational training, and has always included activities in its materials to enhance and promote use of these skills.

Recent state and federal legislation mandates vigorous basic skills development in vocational education in the wake of demands by industry that workers *must* be academically, as well as technically, competent, given the nature of the highly complex workplace. In response, the CIMC has taken the following steps to document that, indeed, the instructional materials *do* combine academic skills training with the vocational training. In addition, concerted efforts have been made to "beef up" or enhance the basic skills instruction already present. Following is a brief description of those processes.

Basic Skills Icons and Enablers

To assist teachers and students in identifying activities that promote basic skills development, the CIMC has implemented a marking system that uses simple graphic symbols, or icons, and a list of specific tasks, or enablers, to identify the basic skill or skills called for in each Job or Assignment Sheet.

Each of the nine broad skills areas—reading, writing, mathematics, science, oral communication, interpersonal or relating, creative thinking and problem solving, employability, and social studies—is represented by an icon presented below.

Reading

Science

Creative Thinking/ Problem Solving

Writing

Oral Communication

Employability

Math

Interpersonal or Relating

Social Studies

When an activity involving one of these basic skills is identified, the corresponding icon is placed in the left-hand margin of the Job or Assignment Sheet. The basic skills training is further defined by retrieving the specific, or enabling, skill that is required by consulting a list of over two hundred and fifty enablers that has been compiled and grouped with each general basic skill. This enabling skill is placed directly below the icon.

As an example, an exercise that requires a student to conduct library research would make necessary the use of specific reading comprehension and research and reference skills. The basic skills that the exercise promotes would be depicted in the left-hand margin as follows:

ASSIGNMENT SHEET | ***PLANNING LIVING SPACE FOR HUMAN NEEDS*** **1**

Name _____ Score _____

OBJECTIVE 10

Define personal territory.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

- As discussed in objective 1, each person has an invisible "space bubble" or comfort zone. A comfort zone is the space between oneself and others that brings a feeling of well-being. When one's comfort zone is crowded or invaded, discomfort often results. Therefore, personal territory needs should be a prime consideration when planning living space.
- For each of the following situations, draw your estimated comfort zone around the figures provided.
- Indicate how many inches from your body the comfort zone extends.
- Consider how that comfort zone changes in different situations. Answer the questions that follow.

MEASURING STUDENT PERFORMANCE GAINS

When you examine this book, you will notice that separate written pretests are no longer included in the units of instruction. Each CIMC unit now contains only a single Written Test. This test should be used as **both** pretest and posttest by giving it once before students start a unit and again when they have completed the unit.

The reason for using a single instrument as both pretest and posttest is so that direct comparison of each student's competencies before and after instruction can be made accurately. This comparison enables precise calculation, documentation, and evaluation of student **performance gains**.

Accurate performance gains analysis is an important requirement of the new Carl Perkins legislation for vocational education. Teachers can make an important contribution to the performance accountability mandated by the new federal legislation by carrying out accurate performance gains analysis for their students and making this data available to students, parents, and administrators.

This analysis is easy to do and requires only simple calculations and record keeping. Detailed information regarding performance gains analysis is contained in the CIMC publication, *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.* In addition, the CIMC has developed a computer program, CARL, which will perform all necessary calculations and will print out a record form of all information required for gain score analysis. Copies of CARL and the publication are available through your local testing liaison (in Oklahoma) or from the CIMC at 1-800-654-4502.

REQUIRED CRITERIA FOR A COMPETENCY-BASED EDUCATION PROGRAM

Criterion	Discussion	CIMC component meeting criterion
1. Instruction is based on clearly-stated learning objectives that are: a) observable and measurable, and b) communicated in writing to students before instruction begins.	Learning objectives drive CBE. Objectives are the "competencies" that learners must achieve. Each objective must clearly state what *learners* must *do* to demonstrate acquired skill or knowledge. Verbs in learning objectives are active and precise, stating the exact performance expected of learners. The objectives should also specify the standard or level of performance required. Objectives can be at any level of Bloom's Taxonomy and can include the cognitive, psychomotor, and affective domains. Higher-order cognitive skills should be included.	Objective Sheet
2. Instruction is aligned with the stated learning objectives	In CBE, the objectives specify what is taught. "Content" should relate to one or more objectives. The curriculum should cover all objectives with relevant information.	Information Sheet
3. There is a student evaluation system that is: a) criterion-referenced, and b) aligned to the learning objectives and the curriculum.	In CBE, the aim is to bring the performance of *all* learners up to a pre-defined standards and competencies. Learners work on each competency until they achieve "mastery"; the evaluation system should test and record this mastery. Learners can restudy and retest as often as needed. Specific remediation activities should also be available to learners when needed. The evaluation system focuses on what each student has achieved, not on what the instructor has "taught." The "constant" in CBE is student performance; the "variables" are time and resources. (This differs from traditional systems where learners get one chance at mastery; some succeed and some fail. In such systems, time and resources are constant and student achievement is variable.) If an evaluation is criterion-referenced, successful learner performance is defined by (or *referenced* to) mastery of pre-set objectives and standards (or *criteria*): there must be a careful match (or *alignment*) between what the student should master (objectives), what is taught (curriculum), and what is tested. Objectives, curriculum, and evaluation system must all match.	Written Test and Job Sheet/Skill Test

Criterion	Discussion	CIMC component meeting criterion
4. There is an observable management system of cognitive skill practice that provides for, promotes, and documents mastery learning.	For both cognitive and psychomotor skills, a CBE program must have a system of maintaining records of which skills and activities each learner has completed, which ones are in progress, and which ones have not yet been completed. Completion means "mastery"; no skill is completed until the learner has achieved the mastery level. The record system should promote feedback on student skill attainment to *both* instructor and learners, provide for remediation as needed, and encourage reevaluation of learner performance until mastery is achieved. Appropriate remediation strategies often should consider learning styles and other individual differences among learners. Learners should work on skills and activities until they achieve mastery. They should not be "passed on" without mastery. While learners may move ahead and work on other skills (i.e those for which all prerequisite skills have been mastered or those without prerequisites), work should also continue on the skills still requiring mastery. Students should not attempt higher-order skills until all prerequisite skills are mastered.	Assignment Sheet
5. There is an observable management system of psychomotor skill practice that provides for, promotes, and documents mastery learning.		Job Sheet/Skill Test
6. Skill mastery records are maintained for each learner, and learners have access to and make use of these records to monitor their skill acquisition.	Records should clearly indicate the skills each learner has mastered. One such record should profile or list the competencies that have been mastered and those to be mastered. Other performance indicators can be added and kept in a portfolio for each learner. Learners should have ready access to their portfolios to monitor their own progress in skill mastery and competency attainment.	Competency Profile

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with accurate and effective materials. Although the CIMC strives to maintain the highest standards of development and production, oversights sometimes do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. To do this, please identify the page(s) affected and write any comments to clarify the error or suggestion. Use the spaces below. Then, simply fold (bottom of page *upward*, top *downward*), secure, and mail.

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Successful Human Relations

Instructional Supplement

Reading

Science

Creative Thinking/
Problem Solving

Writing

Oral
Communication

Employability

Math

Interpersonal
or Relating

Social Studies

Research and Reference

- If students have difficulty selecting useful resources:
  - Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.
  - Help students learn how to locate each resource in libraries, resource centers, or media centers.
- If students have difficulty locating resources:
  - Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.
  - Have students volunteer to tell how they would locate the resources discussed. (Be sure they know how to locate each resource in libraries, resource centers, or media centers.) Discuss the use of the library's card catalog or its computerized location system.

Functional Reading

- If students have difficulty interpreting forms and records:
  - Remind students that interpreting forms and records is a skill they will be practicing throughout life. We must read and interpret forms or records almost daily. Have students volunteer to identify the types of forms or records they will encounter or have already encountered.
  - Compare the interpretation of forms and records to reading a page. Each part of the form or record has a specific purpose. Suggest that, when they have a form or record to interpret, students should carefully study the headings and the sections within the form or record, as well as the key or any other information that will help in understanding the meaning of the form or record.
- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Review the *importance* of following written instructions. Give appropriate scenarios when written instructions are not followed or are not followed completely and correctly.

- Discuss the *relationship* between the order of written instructions and the appropriate outcome. Emphasize the need to follow written instructions in their proper order. Use examples where the order of instructions in a sequence is critical to the outcome of the task.

- Explain to students that one of the keys to following written directions successfully is to read the directions completely before actually beginning to follow them. Doing this ensures that you will not be surprised as you work through the steps. It also gives you an opportunity to ask questions about steps you do not understand.

- Tell students that, after they have read the directions and understand what to do, they should go back to Step 1 and follow the directions step-by-step (without skipping any steps). Remind students that it is important to follow steps in order, even if they think they already know what to do.

Language

- If students have difficulty using standard grammar, spelling, and capitalization:

  - Discuss the importance of using standard grammar and correct spelling, punctuation, and capitalization. Include the fact that it is more difficult to read and understand incorrectly-written materials, and that readers will take correctly-written materials more seriously.

  - List common errors in grammar, spelling, punctuation, and capitalization in materials written by your students. Review this list with the class or with individuals.

  - Help students to develop a checklist to use as they write, edit, and proofread. Each student can personalize his or her own checklist by adding the items that present the most problems to him or her. If spelling is a problem, suggest that the student keep a personal dictionary of frequently used or misspelled words.

  - Have students work with partners or in groups and review each others' writing. Allow time for students to discuss the comments with their partners or groups.

  - Suggest that as students write or proofread their own writing, they circle or mark places where they are unsure of the correct grammar, punctuation, capitalization, or spelling. Provide materials (English grammar/mechanics books or style guides) or class time for students to review, revise, or correct their writing.

- If students have difficulty stating ideas clearly:

  - Remind students to determine in advance the ideas they want to convey and the audience they want to reach. Audience analysis is very important in presenting ideas clearly and appropriately.

  - State that audience analysis begins early, such as when students are doing their research. They must describe their intended audience and decide how to best present their ideas to that audience. Options for communicating with the audience include written reports, charts, graphs, diagrams, etc. Explain how the audience influences the way in which the information is presented (such as very simple text with pictures, for children; a great deal of background information, for people who know nothing about or very little about the subject; or, little background but more complex information, for experts).

  - Have students work with a partner or in a small group. Provide time for them to share ideas with each other and make suggestions for making ideas clearer.

  - Remind students that careful preplanning and the use of correct grammar, spelling, punctuation, and capitalization are especially important if their ideas are to be clearly understood by the intended audience.

Composition

- If students have difficulty using complete sentences:

  - Remind students that complete sentences should be used in all writing assignments requiring paragraphs. Discuss what makes a group of words a sentence. Have students practice recognizing complete sentences using either exercises from any grammar/language arts text or self-prepared sentence activities.

  - Have students volunteer to compose complete sentences using words or topics you suggest. Write the sentences on the board. Have other students analyze the sentences to determine if they are complete. If not, have a volunteer rewrite them as complete sentences.

  - Review the definition of "sentence fragment."

  - Ask students for the three things needed for a complete sentence: subject, verb, and complete thought.

  - Create samples of complete sentences and sentence fragments. For each sample, ask students whether each is a complete or fragmented sentence. Ask whether each sample answers the questions "who or what did something?" and "what happened?" For those samples identified as sentence fragments, ask students for one or more ways of completing the sentences. Continue until you are sure that students are comfortable with this method for determining if a sentence is complete.

- Stress the importance of using complete sentences in all "sentence or paragraph" style writing.

General Relating

- If students have difficulty identifying personal values/attitudes:
  - Define personal values and attitudes. Give examples of how everyone has beliefs, values, and attitudes that are formed as they grow up, and how these often change as the person encounters new experiences, new friends, new jobs, etc.
  - Discuss why it is important for each person to identify personal values and attitudes. Remind students that everyone's personal beliefs should be respected. Have volunteers share some of their personal values or attitudes.
  - Lead discussions on topics to help students think about their beliefs. Do not force students to share personal beliefs. Encourage all students to think about what they believe.
- If students have difficulty applying information to life experiences:
  - Remind students that what they are learning in school should have some application to everyday life. Tell them that as they study new topics or subjects, they should think about how they will be able to use the information in their lives. Explain how the connection may be easy to identify (like studying how to budget money) or more difficult, because some subjects serve as the basis for other skills.
  - Relate selected subjects and topics that students have studied or are studying to their lives. (Being able to see a reason for studying often helps the student learn the information or retain it longer.)

Teamwork/Cooperative

- If students have difficulty identifying values/attitudes:
  - Define values and attitudes. Give examples of how everyone has beliefs, values, and attitudes that are formed as they grow up, and how these often change as the person encounters new experiences, new friends, new jobs, etc.
  - Define core values for an *organization*: core values are fundamental ethical, moral, and professional business beliefs. These beliefs should guide business decisions. Explain that core values also form the basis for a firm's desired personnel and corporate *stakeholder* relationships. (Identify "stakeholders" as

persons, groups, or organizations having an interest in your organization and its mission. Ask students for examples, such as boards of directors, advisory councils, owners, stockholders, employees, customers, suppliers, regulatory agencies, communities, unions, and taxpayers.)

- Discuss why it is important for each person to identify personal values and attitudes. Remind students that everyone's personal beliefs should be respected. Have volunteers share some of their personal values or attitudes.

- Lead discussions on topics to help students think about their beliefs. Do not force students to share personal beliefs. Encourage all students to think about what they believe.

6-2-3 not written

- If students have difficulty resolving conflicts:

  - Remind students that resolving conflicts is simply finding solutions to problems. Remind them to consider all sides or points of view and devise the best solution for all parties involved in the conflict or problem.

  - Explain that a lot of time, money, and energy is spent due to conflicts. If solutions can be found and conflicts can be resolved, everyone can benefit.

  - Remind students that resolving conflicts in school or in the workplace is just like resolving conflicts at home or with friends.

- If students have difficulty clarifying goals/objectives:

  - Remind students that we all need goals and objectives in life to guide us and that in school or in the workplace, these goals give us direction.

  - Tell students that goals and objectives provide the roadmap and directions for us to follow in our personal lives, in school, and in the workplace.

  - Tell students that goals should be in written form and should be specific, measurable, and attainable.

  - Remind students that goals need to be realistic yet should not be too easy to achieve.

<u>Leadership/Influencing</u>

6-3-4 not written

Cognitive Activities

- If students have difficulty defining a problem:
  - Suggest they examine their sources carefully to determine the problem.
  - Instruct students to use intuitive thinking techniques (brainstorming) to define a problem. Identify the four basic rules for brainstorming:
    - Encourage wild ideas.
    - Do not evaluate ideas.
    - Hitchhike -- build on the ideas of others.
    - Strive for quantity.
- If students have difficulty identifying underlying causes:
  - Introduce "cause-and-effect analysis." Define it as a systematic tool for looking at effects and the causes that create or contribute to them. State that cause-and-effect analysis can be used (1) to identify and verify factors which are causing a problem, or (2) to identify factors that must appear in a successful solution to a problem (effect).
  - Use the following steps for presenting cause-and-effect analysis:
    - Identify the effect to be analyzed. Write it out at one end of a large sheet of paper, or on the chalkboard. (Think of the effect as the head of a fish. Cause-and-effect diagrams are also known as "fishbones," due to their shape, or Ishikawa diagrams, after their inventor.)
    - Draw a horizontal line from the effect and across the paper or chalkboard. (This line becomes the "backbone" of the fish.) From this horizontal line, draw four slanting lines connected to the main line, two above and two below. (These lines are the "major bones" of the fish.)
    - At the end of each slanting line, write the classifications for the main factors that contribute to the effect: People, Procedures, Equipment, and Environment.
    - On each slanting line ("major bone"), ask students to identify the specific factors that may be causing the effect. Write the factors on the appropriate slanting line (People, Procedures, Equipment, or Environment) and parallel to the "backbone." Instruct students to use brainstorming or other method to identify these factors.

- From the specific factors identified, ask students to identify the most significant factor(s). Then, have students gather more information to verify the factor's causal relationship to the effect.

- After students become comfortable recognizing simple cause-and-effect relationships, have them create their own examples.

- If students have difficulty devising a solution:

  - Review the critical elements/issues of the problem.

  - Review the definition of the problem.

  - Review the goals for solving the problem.

  - Discuss the alternative they have chosen to solve the problem.

- If students have difficulty developing an action plan:

  - Define an "action plan." An action plan assigns specific tasks to individuals or groups and states the date on which these tasks must be completed.

  - State the purposes of action plans. Encourage students to write these points down for reference:

    - They set up logical steps for accomplishing objectives.

    - They show achievement milestones.

    - They assign ownership to individuals and empower them.

    - They provide a basis for cooperation and recognition.

    - They describe how resources will be distributed.

  - Research and outline for students the steps in using any of the following "tools" for planning actions: flowcharts, PERT charts, and Gantt charts.

OBJECTIVE SHEET

UNDERSTANDING BEHAVIOR 1

INTRODUCTION

You are the center of a set of relationships with other people; every person is. Each of us is materially and emotionally dependent upon the people around us; therefore, understanding human behavior—that of yourself and others—and learning to act and interact in more positive ways will help you gain what you want in life.

UNIT OBJECTIVE

After completing this unit, the student will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with behavior to their correct definitions.
2. Analyze your personality and values. (Assignment Sheet 1)
3. State the three parts of self.
4. Select from a list true statements about personality.
5. Arrange in order of importance the categories of basic human needs.
6. Select from a list characteristics of self-fulfilled people.
7. Discuss factors which motivate people's actions.
8. Participate in an auction which reflects personal values. (Assignment Sheet 2)
9. Select from a list behaviors of people with little self-respect.
10. State possible reasons for lack of self-respect.
11. State the benefits of having self-respect.
12. Select from a list reasons why developing human relations is important in the work place.
13. State factors that contribute to high morale in the work place.

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☞ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with behavior to their correct definitions.

- Engage the students in a discussion of the importance of good human relations. Have they known people who could not get along with anyone? How did they feel toward that person? How did the person's inability to get along with others affect the quality of his or her life? Did the person have difficulty keeping a job? Friends? Have the students experienced periods in their lives when they could not get along with those around them? Were they able to understand later what caused their problem?
- Use Information Sheet, objective 1 to introduce the terms and definitions associated with behavior. Emphasize how behavior is necessary to understand human relations.

Objective 2: Analyze your personality and values. (Assignment Sheet 1)

- Explain to the students that unless we are hermits, our daily lives require us to interact with other people. The better we understand ourselves and our fellow human beings, the greater are our chances of being happy and productive.

- Have the students complete Assignment Sheet 1.

- Discuss with the students any insights into personality and values they gained through doing Assignment Sheet 1.

Objective 3: State the three parts of self.

- Use Information Sheet, objective 3 to discuss each side or aspect of self.

- Show Transparency 1, "What Determines Self," and discuss each category of influence. Where does your personality come from? Do babies have different personalities? Do their personalities change as they develop? How do your interests and skills affect your personality? How does your personality affect your interests and skills? How important are your experiences?

- Show Transparency 2, "Three Parts of Self," and discuss how these combine to make each person unique.

- Have the students give examples of experiences that have influenced their personalities.

- Have the students talk about themselves for three minutes. This may occur before or after they have completed the Supplement. They will be surprised how long three minutes is and how much they can learn about one another from this activity. An alternative to this activity is to divide the class into pairs. Have each pair learn three unknown things about the other person. Then let each person share the newly found knowledge with the class.

Objective 4: Select from a list true statements about personality.

- Use Information Sheet, objective 4 to discuss the physical aspects of personality.

- Discuss ways the students can improve their physical health. In what ways will a healthy body improve your life? Is it important to be realistic about the improvements you can expect from losing weight? Will being thin make you automatically rich or instantly popular? What is the difference between using a fad diet to lose weight and eating a sensible diet to promote your best health?

Objective 5: Arrange in order of importance the categories of basic human needs.

- Use Information Sheet, objective 5 to present the basic human needs arranged in order of importance.

- Use Transparency 3, "Maslow's Hierarchy of Basic Needs," to help focus the students' attention as you discuss the needs.

- Ask the students to supply additional examples in each category of need.

- Ask the students what would happen if the means of meeting one of the needs were not available.

- Have the students think of examples of times when people seem to act out of concern for others rather than out of concern for their own needs. What about a mother who gives her food to her child even though they are both starving? What about a person who jumps into a river fully clothed to save someone who is drowning or a passerby who enters a burning house to rescue the people inside?

Objective 6: Select from a list characteristics of self-fulfilled people.

- Use Information Sheet, objective 6 to discuss the emotional aspects of personality.

Objective 7: Discuss factors which motivate people's actions.

- Use Information Sheet, objective 7 to prompt a discussion of what motivates people's actions.

- Discuss the list of things that motivate people in terms of the parent-child, boss-employee, teacher-student, or coach-player relationship. How can this knowledge be put into practice in these relationships? Have the students discuss experiences that they have had with motivation in these relationships.

Objective 8: Participate in an auction which reflects personal values. (Assignment Sheet 2)

- Introduce the values auction as an activity that helps students become aware of real and expressed values. It is one thing to be rational and logical while stating values (expressed values), but it is quite another thing when the emotional aspect of humanity is tapped. Students sometimes become aware of values others didn't "think" were so important.

- Begin the values auction by explaining that each of the items on the Assignment Sheet will be auctioned off to the highest bidder. East student will have $5000 to use during the auction. Give the students a few minutes to budget the amount they plan to spend on any given item, and to enter that amount in the first column of Assignment Sheet 2. Explain that they can spend the money available on one or two items or on as many as they wish, as long as their total budget does not exceed $5000.

  Begin auctioning any item on the sheet. It is best not to proceed from top to bottom in the order in which items are found.

  ☛ **NOTE:** Students are not restricted in their bidding to what they budgeted for an item. If, during the auction, they decide to spend more than budgeted, they may do so as long as the total amount spent never exceeds $5000. When they have bought an item, that money is gone from their budget. If they bid and do not get the item, the money budgeted can then be used on another item of their choice. Have the students enter the highest amount they bid on any item into the middle column of Assignment Sheet 2, and enter the top bid which the item brought into the last column on the right.

- Have the students complete Assignment Sheet 2.

Objective 9: Select from a list behaviors of people with little self-respect.

- Use Information Sheet, objective 9 to discuss characteristics of people with little self-respect.
- Discuss examples of self-destructive behaviors from television, movies, or life experiences.

Objective 10: State possible reasons for lack of self-respect.

- Use Information Sheet, objective 10 to discuss possible reasons for lack of self-respect.
- Use this opportunity to discuss the impact of physical, verbal, and sexual abuse on self-esteem.
- Have a minister, social worker, counselor, or other appropriate professional speak to the class about programs which are available to help both abusers and victims.
- Have a student or group of students collect related stories and photographs from newspapers and magazines and prepare a bulletin board.

Objective 11: State the benefits of having self-respect.

- Use Information Sheet, objective 11 to discuss the benefits of having self-respect or a good self-concept.
- Show Transparency 4, "Self-Concept," and discuss Eleanor Roosevelt's statement. Do you have the power to feel good about yourself even if someone else criticizes you? What if they are criticizing you because they really feel inferior to you?
- Tell the students that Eleanor Roosevelt (wife of President Franklin Delano Roosevelt) did not have a pretty face, and she had a difficult marriage; yet, she was the first president's wife to take an active, public role. She worked for civil rights for blacks and women. She was eloquent in her speeches and magazine columns and had great strength of character.

Objective 12: Select from a list reasons why developing human relations is important in the work place.

- Use Information Sheet, objective 12 to stress the reasons why human relations training is important in the work place.

- Have a prominent business person, local government official, or school official visit your class to talk about the type of human relations training available in his or her work place and the importance of such training.

Objective 13: State factors that contribute to high morale in the work place.

- Have the students discuss positive qualities of their "ideal" or "dream" jobs.
- Compile a list of such qualities on the board.
- Have the students compare the list they created with those factors that contribute to high morale in the work place listed in Information Sheet, objective 13.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- Give the Written Test.

  ☛ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Bavis, Rene, Rosemary Fruehling and Nield Oldham. *Psychology: Human Relations and Work Adjustment.* St. Paul, MN: Paradigm Publishing Company, 1989.

- Chapman, Elwood N. *Your Attitude is Showing,* 7th ed. Riverside, NJ: MacMillan Publishing Company, 1992.

- Cudney, Milton R. and Robert E. Hardy. *Self-Defeating Behaviors.* New York: Harper San Francisco, 1991.

- Eggland, Steven A. and John W. Williams. *Human Relations in Business.* Cincinnati, OH: South-Western Publishing Company, 1993.

- Hubbard, L. Ron. *Self-Analysis.* Los Angeles: Bridge Publications, Inc., 1982.

INFORMATION SHEET

UNDERSTANDING BEHAVIOR 1

OBJECTIVE 1

Match terms associated with behavior to their correct definitions.

- **human relations** — getting along with people

  ☑ **NOTE:** People interact with both positive and negative results. Getting along well together is the goal of human relations.

- **morale** — atmosphere or feeling prevailing among a group of people

- **motivate** — to stimulate interest in projects or activities and prompt action by meeting needs and appealing to the participant's interest

  EXAMPLE: Use in business to stimulate an employee's work performance.

- **personality** — all the physical, mental, and emotional characteristics that make up a whole person

- **respect** — the recognization of the worth of self and the worth of other people, their property, and their opinions

- **self-concept** — how people feel about themselves

  ☑ **NOTE:** This is affected greatly by past experiences and affects one's future success in social situations. We project our feelings of self-worth. If people feel good about themselves, usually their peers will treat them that way. The opposite is also true. If people feel bad about themselves, their peers will tend to reinforce their negative feelings.

  EXAMPLE: Self-concept determines if a person is shy, a high achiever, a leader, etc.

- **self-fulfilled** — the state of being the person you want to be

- **success** — the attainment of one's goals; requires developing the necessary qualities and traits to achieve these goals

  EXAMPLE: Perform well at work, compete in sports, obtain financial security

OBJECTIVE 2

Complete Assignment Sheet 1.

OBJECTIVE 3

State the three parts of self.

☛ **NOTE:** Psychologists agree that each individual's personality results from the combination of inherited (from parents) and learned (from surroundings) characteristics.

- Inherited characteristics — the physical features we inherit from our parents such as gender, body shape, height, weight, and hair, skin, and eye coloring
- Learned characteristics — our behavioral features such as feelings about our physical features, reaction to threat, fear of opposite sex, and attitude toward authority; these behaviors are learned from other people—parents, teachers, employers, and friends—and the environment
- Combined characteristics — the combination of the inherited and learned characteristics is the "real" self

OBJECTIVE 4

Select from a list true statements about personality.

- Differs in each person

  ☛ **NOTE:** Every individual is special. The combination of genetics, education, environment, and experience creates uniqueness.

- Develops in stages according to age and experience

  ☛ **NOTE:** Babies develop from helpless infants unaware of others into resourceful adults appreciating the diversity among people.

- Is the basis of relationships with others

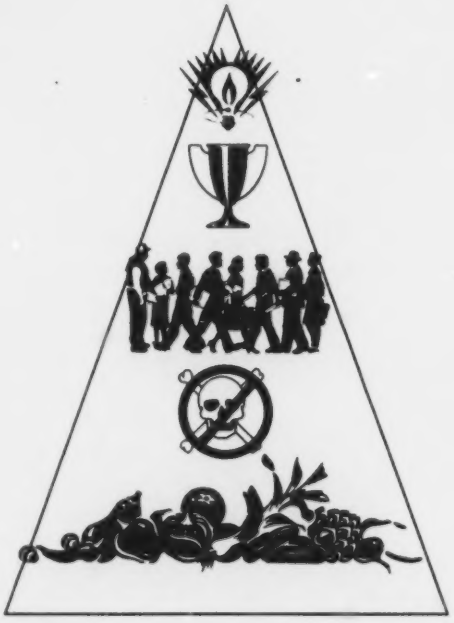
  ☛ **NOTE:** All organizations—families, companies, teams, schools—depend upon the interaction of the members to meet the goals of the organization. Whether as couples or as corporation employees, how we relate to others helps determine our satisfaction with life.

- Varies according to interaction

  ☛ **NOTE:** Every person has a bad day occasionally. Most often, however, a person's reaction can be predicted: a person who holds high standards for his or her work, for example, will react accordingly when performing a new task.

OBJECTIVE 5

Arrange in order of importance the categories of basic human needs.



☛ **NOTE:** This list begins with the most basic needs and goes to the highest level of human need. Once a person's basic needs have been met, a person is motivated by the next highest level. For example, if you do not need to worry about food, clothing, and shelter, then you can give more time and effort to other activities. If you are hungry, you will be motivated primarily by the need for food. If your life is in danger, you will be motivated primarily by the need for safety. If a person understands the levels of human needs, he or she will be better able to meet the needs of self as well as relate to the needs of others.

- Basic physiological needs

  EXAMPLE: General — Air, water, food, clothing, shelter

  Job related — Salary, health insurance, good work environment

- Safety — security needs

  EXAMPLE: General — Freedom from harm, protection against threat, confidence with the familiar and the known

  Job related — Sick pay, job security, safe working conditions, retirement plan

- Attention — social activity needs

  EXAMPLE: General — Group acceptance, companionship, sense of belonging

  Job related — Celebrating birthdays, annual picnics, work-recreation retreats

- Esteem — self-respect needs

  ☞ **NOTE:** People who have a good opinion of themselves develop feelings of confidence, capability, and adequacy.

  EXAMPLE: General — Good opinion of self; desire for others to have a good opinion of self; recognition, prestige

  Job related — Employee of the month award, job title, uniform name tag, bonus, public acknowledgement of job well done

- Self-realization — fulfillment needs

  ☞ **NOTE:** Self-realization is the fulfillment of one's greatest potential. It is also called *self-actualization*.

  EXAMPLE: General — Continued growth, creative work

  Job related — Seminars, promotional system

OBJECTIVE 6

Select from a list characteristics of self-fulfilled people.

One of our major goals in life is to realize the fulfillment of our five areas of basic needs. The following are among the characteristics of people who have all of their basic needs met:

- They understand human behavior.
  - They know themselves; they know their capabilities.
  - They accept themselves, other people, and the world for what they are, not what they should be.
  - They have several interpersonal relationships, some very deep.
- They appreciate diversity.
  - They are spontaneous.
  - They appreciate others and the world.
  - They are creative in their approach to work and life.
  - They believe all people are created equal and should be treated equally.
- They are independent.
  - They are self-directed and self-sufficient.
  - They have a need for privacy and quiet time alone.
  - They resist pressure to conform.
- They love life.
  - They have a concern for humanity.
  - They have a sense of humor that is friendly, not hostile.
  - They are hard working.

OBJECTIVE 7

Discuss factors which motivate people's actions.

- Person's level of need

  ☞ **NOTE:** Once a person's basic needs have been met, a person is motivated by the next highest level. For example, if a person does not need to worry about food, clothing, and shelter, then the person can give more time and effort to other activities. If a person is hungry, however, he will be motivated only by the need for food. If his life is in danger, he will be motivated only by the need for safety.

- Whatever gives the greatest reward

  ☛ **NOTE:** Sometimes people do things even though they will be punished because subconsciously they are rewarded by the attention they receive.

- Praise of the person's work and actions

  EXAMPLE: "Great," "I like that," "That's interesting," "Good thinking," "Thank you," "Good job," "That's right"

  ☛ **NOTE:** For some reason, praise of a person, such as "You're such a wonderful young man," often makes a person feel guilty because he knows he's not so wonderful.

OBJECTIVE 8

Complete Assignment Sheet 2.

OBJECTIVE 9

Select from a list behaviors of people with little self-respect.

- Rebellious feelings
- Quiet resentment which builds up until the person lashes out at others
- Withdrawing from others

  EXAMPLE: Extreme shyness, not participating in activities

- Anger at self
- Excessive drinking, drugs, and promiscuity
- Doing extreme things to gain popularity and attention
- Respond to emotions first

OBJECTIVE 10

State possible reasons for lack of self-respect.

- We are so familiar with ourselves we tend to take ourselves for granted.
- We tend to minimize what we accomplish.

EXAMPLE: Believing we are not successful, setting goals we cannot meet

- We tend to believe others can reach heights we cannot.
- We receive negative reinforcement all our lives.

  EXAMPLE: Name calling, such as "You dummy!"; victims of abuse

  ☑ **NOTE:** We should not allow our environment to affect our level of self-respect.

OBJECTIVE 11

State the benefits of having self-respect.

☑ **NOTE:** Having self-respect or a good self-concept is not the same as being selfish, self-centered, or boastful.

Self-Concept

"No One Can Make You Feel Inferior

Without Your Consent"

- Eleanor Roosevelt

- Makes it possible to work on self-improvement
- Makes it easier to respect others
- Is necessary before others can respect you
- Makes is likely you will achieve success
- Leads to attaining self-fulfillment

OBJECTIVE 12

Select from a list reasons why developing human relations is important in the work place.

- All types of people must be treated equally.

  ☛ **NOTE:** The attitude and the actions required in dealing with customers and employees can be developed and taught.

- Employees need to be acquainted and to feel united.

  ☛ **NOTE:** This can be done in group-oriented activities sponsored by employers.

- Employees may need to be taught the authority structure in businesses.

- Employees cannot reach their career goals without getting along with other people.

- All concerned — the customer/client, the employee, and the employer — benefit when positive human relations are in place:

  - Productivity rates rise
  - Absenteeism rates decrease
  - Employee turnover rates decrease

  ☛ **NOTE:** Ninety percent of all jobs lost are lost because of the inability to get along with people.

OBJECTIVE 13

State factors that contribute to high morale in the work place.

- Pride in work performance
- Job satisfaction
- Adequate salary
- Good working conditions
- Fringe benefits
- Awareness of job responsibilities

- Advance notice of change
- Fair treatment
- Fair evaluation of job performance
- Appreciation for work done
- Participation in decision making
- Possibilities for promotion and growth

Know Thyself

"Know Thyself" has long been the advice of society's wisest people. Knowing oneself requires reflection, introspection, quiet time, and effort. As a result, many people rush through life not knowing who they are—what they believe and feel.

Completing open-ended expressions is one easy way to learn about yourself. Your responses to ideas that you seldom discuss with others or, perhaps, even seldom think about reveal your opinions and feelings.

Do not try to answer all these probing questions in one day. It will probably take two to four hours to respond well to all the statements. This can be a very rewarding activity if you answer honestly.

1. I am proud when . . .
2. I give gifts that are . . .
3. I think school is . . .
4. I handle money . . .
5. My family . . .
6. Something I learned recently is . . .
7. I have thought a lot about . . .
8. It was hard to do, but I . . .
9. We have a tradition or custom in my family of . . .
10. Older people . . .
11. I was glad I spoke up about . . .
12. My strongest point is . . .
13. I would be willing to die for . . .

May be photocopied for student use.

14. I would fight for . . .

15. A turning point in my life was . . .

16. The lowest I have ever felt was . . .

17. I missed an opportunity when . . .

18. One of the happiest times of my life was when . . .

19. If I was 20 years older . . .

20. If I could start all over again . . .

21. I am best at . . .

22. My feelings get hurt when . . .

23. I am afraid of . . .

24. The people I work closest with are . . .

25. My boss is . . .

26. My teacher is . . .

27. I get mad when . . .

28. People who expect a lot from me make me feel . . .

29. Disabled people . . .

30. I am different from most people in that I . . .

31. I helped my family . . .

32. I helped someone outside my immediate family . . .

33. I try to be an example to younger children by . . .

34. If I had a million dollars I would . . .

35. If I had the powers of Superman or Superwoman . . .

36. My children will never have to . . .

37. If I was President of the United States . . .

38. In school I do best when . . .

May be photocopied for student use.

39. On the job I do best when . . .

40. What I want most in life is . . .

41. When my feelings are hurt, I react by . . .

42. I do not like . . .

43. A fat person . . .

44. I feel loved when . . .

45. I trust those who . . .

46. When someone meets me for the first time, they . . .

47. I need to improve in . . .

48. I used to be . . .

49. When I think about the future, I see myself . . .

50. When I enter a room full of people I usually feel . . .

51. When I have something to say . . .

52. Nothing is so frustrating as . . .

53. To me, belonging is . . .

54. The thing that turns me off the most is . . .

55. When I am alone I usually . . .

56. People think of me as . . .

57. In crowds, I . . .

58. In a group, I usually get most involved when . . .

59. I am rebellious when . . .

60. A frequent daydream I have is about . . .

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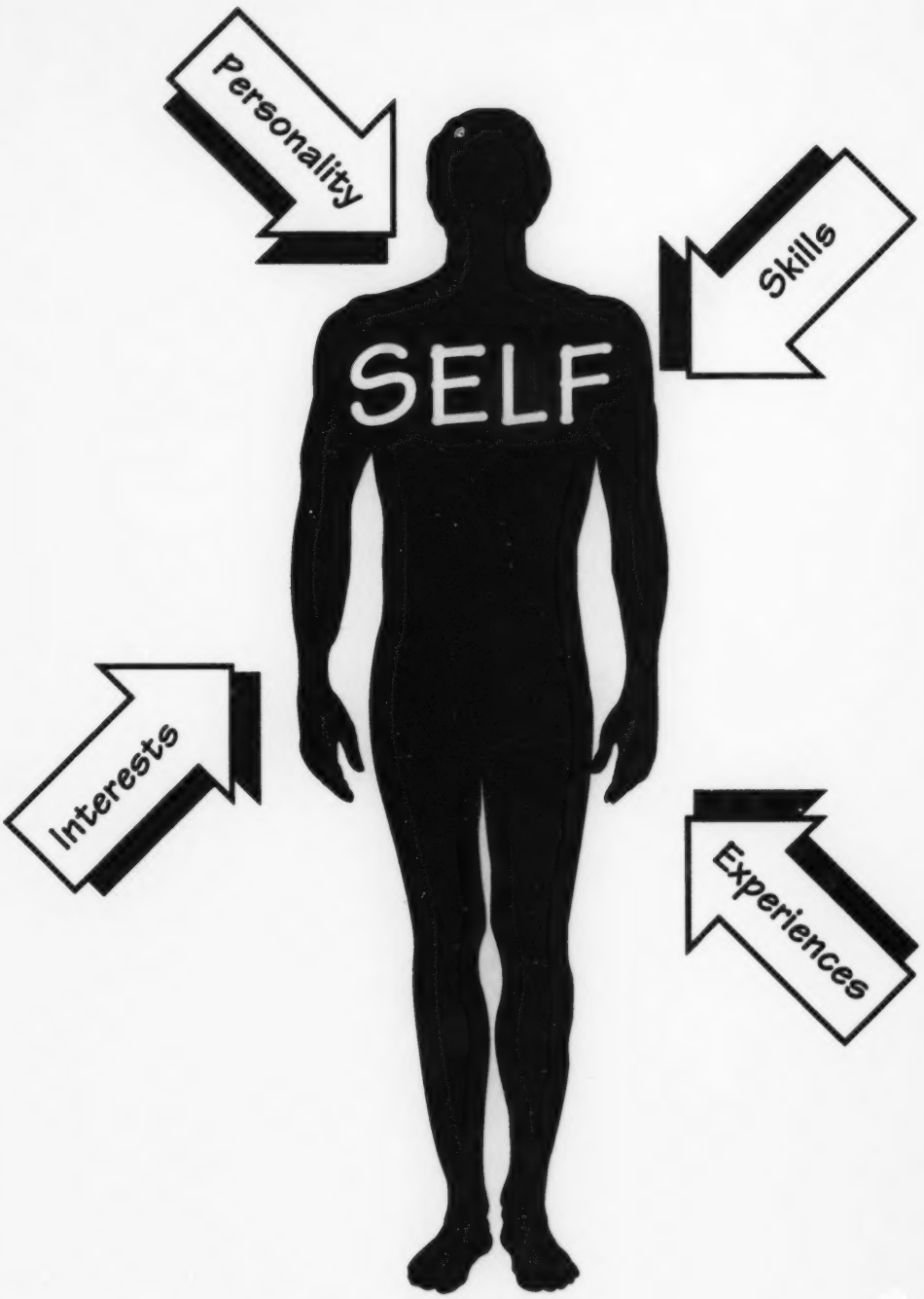
What Determines "Self"



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Three Parts of Self

Gender
Height
Weight
Coloring
Body Shape
Health

Inherited Characteristics
from Parents

Habits
Language
Religious Beliefs
Attitudes
Fears
Skills
Customs
Others' Reactions to you

Learned Characteristics
from Others

You — A Combination,
What You Do With What You Have

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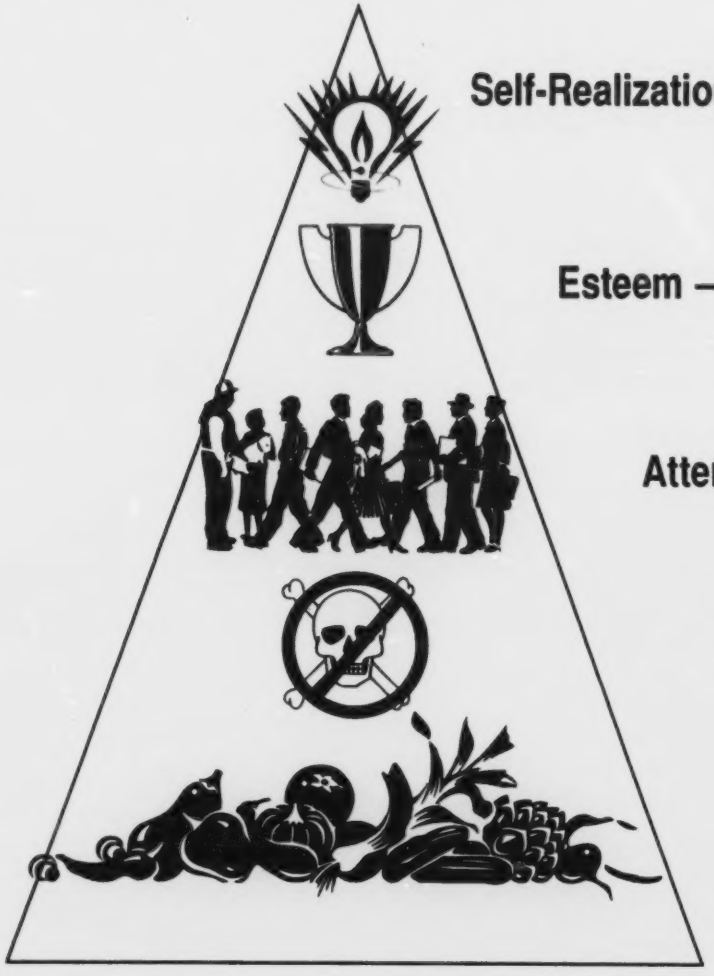
TRANSPARENCY MASTER 2- Successful Human Relations
CIMC - 1 - 27

TM 2

Maslow's Hierarchy of Basic Needs



Self-Realization — fulfillment

Esteem — self-respect

Attention — social activity

Safety — security

Basic
Physiological
Needs

May be photocopied for student use

Self-Concept

"No One Can Make You Feel Inferior Without Your Consent"

- Eleanor Roosevelt

May be photocopied for student use.

ASSIGNMENT SHEET 1

UNDERSTANDING BEHAVIOR 1

Name _____ Score _____

OBJECTIVE 2

Analyze your personality and values.

INTRODUCTION

Who you are is determined in part by what you think is important. If you think that being liked by others is important, you can develop the sense of humor, compassion, and listening skills that will make you well-liked. These characteristics will become part of your personality. Knowing how you react and what you value can help you in personality development.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Leadership/Influencing
- Develop esteem in self/others

Part 1

Answer the following questions honestly as they apply to your job or classroom experiences by checking the most appropriate column. Then analyze the statements checked "Sometimes" and "Never."

	Never	Sometimes	Always
1. Are you able to act naturally under all circumstances?			
2. Do you seek opportunities to meet those in positions of authority?			
3. Do you avoid criticizing others?			
4. Are you able to give credit to others for what they do, rather than seek first to obtain credit for yourself?			
5. Do you try to have a positive attitude?			
6. Do you have bad luck?			
7. Do you approach tasks confidently?			
8. Do you think your friends are more capable than you are at most things?			
9. Do you try to improve your attitudes?			
10. Do you feel others are luckier than you are?			

	Never	Sometimes	Always
11. When you fail, do you continue trying?			
12. Do you treat people as if they are important?			
13. Do you expect to succeed?			
14. Are you honest?			
15. Are you willing to accept more responsibility?			
16. Are you free from bad habits which will hinder your progress?			
17. Do you discharge your duties promptly and efficiently and with little or no supervision?			
18. Do you finish the things you start?			
19. Do you feel your present job can help you in your future career?			
20. When you see your friends succeed, do you wish you were doing what they are?			
21. Do you feel that limitations are things you put on yourself?			
22. Do you try to appreciate, understand, and show a sincere interest in people?			
23. Do you try to learn as much as you can?			
24. Do you try to be of real service to people?			
25. Do you work to be free from superstitions and prejudices?			

	Never	Sometimes	Always
26. Do you listen attentively to what people say without interrupting them?			
27. Do you observe closely what is going on around you and understand the significance of it?			
28. By reading and studying, do you keep informed about current events, your work, your future career, and subjects of popular interest?			
29. Can you be depended upon to keep your promises?			
30. Do you defend from unjust criticism the persons and things with which you are identified?			
31. Do you work toward your goals?			
32. Do you measure success by money?			
33. Do you try to achieve one goal at a time?			
34. Do you believe we become what we think about, what we concentrate on achieving?			
35. Do you believe the most useful goals are specific goals?			
36. Do you feel successful people do not have problems?			
37. Do you worry about past mistakes and failures?			
38. Do you control your temper?			

	Never	Sometimes	Always
39. Do you often feel enthusiastic about something you wish to do?			
40. Are you able to make decisions about everyday things easily?			
41. Are you able to interest yourself in the details of your job or classwork?			
42. Are you careful not to hold grudges against people?			
43. Do you usually look on the bright side of situations?			
44. Are you able to work pleasantly with others?			
45. Do you believe that we receive rewards by giving service to others?			
46. Do you try to find ways to help other people?			
47. Do you find your dealings with others very frustrating?			
48. Do you try to be cooperative?			
49. Do you avoid carrying tales and gossiping about others?			
50. Do you try to see the other person's point of view?			
51. Do you refrain from telling others what you think of them?			
52. Do you avoid arguments?			
53. Do you avoid making fun of others?			
54. Do you keep out of other people's business?			

	Never	Sometimes	Always
55. Do you avoid finding fault with everyday little things?			
56. Do you keep your personal troubles to yourself?			
57. Do you feel honesty is the way to success?			
58. Do you really enjoy your work or study?			
59. When you feel "down" do you try to work harder?			
60. Do you think about others on special occasions, such as birthdays, and in sorrow and happiness, and do you send them some expression of your thoughts?			
61. Do you congratulate your friends upon their achievements?			
62. Do you learn, remember, and use the names of people you meet?			
63. Do you know the rules of etiquette and observe them?			
64. Do you think about the rights of others before you think of your own?			
65. Do you show respect for everyone regardless of position?			
66. Are you appreciative for everything others do for you and always thank them?			
67. Do you believe people who work hard make it unnecessarily difficult on others?			

	Never	Sometimes	Always
68. Do you want to be like your present friends?			
69. Do your friends try to operate at their greatest potential?			
70. Do you realize how much your friends influence your achievements?			
71. Are you well groomed?			
72. Do you do just enough to get by?			
73. Do you smile often?			
74. Do you really think that you are a unique and valuable person?			
75. Do you think of exciting possibilities in your future?			
76. Do you try to improve your human relations skills?			
77. Do you feel you are mature in your attitudes, outlook, and actions?			
78. Do you try to see yourself as others see you?			
79. Do you feel you could increase your productivity?			
80. Do you feel that wanting money is wrong?			
81. Do you believe accumulating wealth has value?			
82. Do you believe how much money we earn is determined by how hard it would be to replace us?			
83. Do you feel it is wrong for your employer to make a profit?			
84. Do you realize that profit provides jobs?			

	Never	Sometimes	Always
85. Do you try to make every day count?			
86. Do you jump from one thing to another when trying to accomplish things?			
87. Do you try to plan your time wisely?			
88. Do you believe that a cause exists for every effect?			
89. When a problem arises, do you try to be part of the solution?			
90. Do you get impatient with yourself?			
91. Are you patient with others?			
92. Do you feel you will be rewarded in some way if you do well at work or at school?			
93. Do you refrain from exaggeration?			
94. Do you avoid flattering people for personal gain?			
95. Do you try to avoid embarrassing others?			
96. Do you return what you borrow to its proper place?			
97. Do you accept at least partial blame for failures?			
98. Do you respect your parents, elders, employers, and people in authority?			
99. Do you have a tendency to try to top a remark made by a previous speaker during a conversation?			
100. Are you usually ill at ease with strangers?			
101. Are you critical and bossy?			
102. Do you ridicule people who are not present?			

	Never	Sometimes	Always
103. Do you laugh at others' mistakes?			
104. Are you suspicious of other people's motives?			
105. Do you avoid talking about yourself, what you own, and your successes?			
106. Do you use belittling words and jokes about those with different sex, race, politics, religion, and beliefs?			
107. Do you believe that successful people frequently ask themselves, "How can I give more service to others?"			
108. Do you use illness as an excuse for not doing well on a job or project?			
109. Do you try not to prejudge other people?			

Part 2

Check the appropriate column. Complete the discussion question at the end of the Assignment Sheet.

Yes	No	Maybe	WILL YOU . . .
			1. write letters to the editor?
			2. write Dear Abby?
			3. quit smoking?
			4. marry for money?
			5. run for public office?
			6. be an officer of a civic club?
			7. not gain weight as you age?
			8. always watch soap operas?
			9. marry someone of another religion?
			10. not consider getting engaged without a ring?

Yes	No	Maybe	WILL YOU . . .
			11. always read the sports page of the newspaper?
			12. read gossip columns?
			13. travel in Europe?
			14. attend cultural events?
			15. always read the editorials of the newspapers?
			16. subscribe to *Playboy* or *Playgirl*?
			17. never read the newspaper?
			18. have a swimming pool?
			19. always read the front page of the newspaper?
			20. always read the comics page of the newspaper?
			21. have a large family?
			22. watch more than four hours of TV per day?
			23. turn on the radio or TV immediately upon entering your house?
			24. insist on a large wedding?
			25. go to a nice restaurant once a week?
			26. do a good deed once a day?
			27. move if a member of minority race moves into your neighborhood?
			28. move far away from home?
			29. work with younger children?
			30. turn down your favorite dessert?
			31. date two people at once?
			32. drive recklessly?
			33. lock all doors when you leave the house?
			34. cheat on your spouse?
			35. dislike your mother?
			36. have a maid?

Yes	No	Maybe	WILL YOU . . .
			37. take office supplies from your business?
			38. call in sick when you were up late the night before?
			39. vote for a conservative politician?
			40. have trouble sleeping?
			41. go to a psychiatrist?
			42. vote for a liberal?
			43. order a cola rather than a cocktail when with friends?
			44. experiment with drugs?
			45. move in with relatives after you are married?
			46. have a picture of a movie star in your room?
			47. enjoy your in-laws?
			48. join the military?
			49. own land?
			50. have regular physical and dental checkups?
			51. work with the sick and elderly?
			52. continue your education?
			53. give a present to someone for no reason other than that you like him or her?
			54. read a self-improvement book?
			55. give up to the point of considering suicide?
			56. refuse to take money that is not yours?
			57. not work because the supervisor is gone?
			58. set goals?
			59. assume new responsibilities on the job?
			60. envy other people?

Yes	No	Maybe	WILL YOU . . .
			61. break a promise?
			62. defend someone you think was wronged?
			63. try to do too much at once?
			64. worry so much you'll get sick?
			65. lose your temper in front of people at work?
			66. get even with someone who wronged you no matter how long it takes?
			67. tell an ethnic joke?
			68. decide not to compliment someone?
			69. be suspicious of most people's motives?

What can you conclude about yourself from your answers to this checklist?

ASSIGNMENT SHEET 2

UNDERSTANDING BEHAVIOR 1

Name _____ Score _____

OBJECTIVE 8

Participate in an auction which reflects personal values.

INTRODUCTION

The chief purpose of this experience is to help you assess your values. When you assess anything, you first have to become aware of what you have. Then you decide what it is worth. The same is true in this values auction; you will be determining which values are influencing your life and deciding how important these values are to you.

Another way to describe this values auction is that you will be refining and testing your values to see which ones matter most to you. Refining your values may mean making your values more specific rather than abstract or general. With specific values you can more readily make decisions, evaluate and change your life-style, resolve conflicts, and set goals.

Your instructor will explain the values auction to you. Values are not just something you believe or have; they are something on which you act. You accomplish or achieve your values by the way you live and spend your life. Below are some examples of values.

Values

power	justice	pleasure
love	travel	wisdom
friendship	knowledge	appearance
approval	recognition	security
health	family	honesty

INSTRUCTIONS

Before you begin the values auction, list five values that are important to you.

- _____
- _____
- _____
- _____
- _____

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify needs/drives
- Give/receive feedback
- Control undesirable/ inappropriate behavior

Values Auction

The items listed below are representative of the values that may influence your life. In this exercise, you will begin to clarify and reality-test your values.

	Amount I Budgeted	Highest Am't. I Bid	Top Bid Given
A satisfying and fulfilling marriage			
Freedom to do what I want			
A chance to direct the destinies of nations			
The love and admiration of friends			
Travel and tickets to any cultural or athletic event as often as I wish			
Complete self-confidence with a positive outlook on life			
A happy family relationship			
Recognition as the most attractive person in the world			
A long life free of illness			
A satisfying religious faith			
A complete library for my private use			
A month's vacation with nothing to do but enjoy myself			
Lifetime financial security			
A lovely home in a beautiful setting			
A world without prejudice			
A chance to eliminate sickness and poverty			
International fame and popularity			
An understanding of the meaning of life			
A world without graft, lying, or cheating			

	Amount I Budgeted	Highest Am't. I Bid	Top Bid Given
Freedom within my work setting	_____	_____	_____
A good love relationship	_____	_____	_____
Success in my chosen profession or vocation	_____	_____	_____

Compare the value areas you bought or on which you bid the highest with those top five values you wrote down before we began. What similarity exists between the two sets of values? If so, what is it?

_____

_____

_____

_____

_____

_____

Consider the $5000 as representing your life. It is the total amount of time, energy, and strength that you have available for investing in your values. As you budgeted, you were engaged in a rational approach to your values. While participating in the auction, your emotions probably became involved in certain value items (real values). Thus, the second column is an emotional approach to your values. Look and listen to what your feelings and behavior during the auction said about your values.

How did you feel during the auction?

_____

_____

_____

_____

_____

_____

How did you feel when engaged in a real contest with someone over the same item?

Did you stick closely with the amount budgeted?

Did your emotions upset your rational plans and deprive you of other value areas later because your $5000 was gone?

Did you consistently stop short of getting a valued item you wanted because you were reluctant to take a risk?

Did you bid on a bargain and spend more so that you ran out of money later for a more valued item?

WRITTEN TEST

UNDERSTANDING BEHAVIOR 1

Name _____ Score _____

OBJECTIVE 1

Match terms associated with behavior to their correct definitions. Write the correct letters in the blanks.

A. human relations	E. self-concept
B. personality	F. morale
C. respect	G. motivate
D. success	H. self-fulfilled

_____ 1. The attainment of one's goals; requires developing the necessary qualities and traits to achieve these goals

_____ 2. The recognization of the worth of self and the worth of other people, their property, and their opinions

_____ 3. All the physical, mental, and emotional characteristics that make up a whole person

_____ 4. To stimulate interest in projects or activities and prompt action by meeting needs and appealing to the participant's interest

_____ 5. Getting along with people

_____ 6. How people feel about themselves

_____ 7. Atmosphere or feeling prevailing among a group of people

_____ 8. The state of being the person you want to be

OBJECTIVE 2

Evaluated on Assignment Sheet 1.

OBJECTIVE 3

State the three parts of self. Write three parts in the blanks.

- _____
- _____
- _____

May be photocopied for student use.

OBJECTIVE 4

Select from a list true statements about personality. Write an "X" before true statements.

_____ 1. Should be evaluated by others

_____ 2. Varies according to interaction

_____ 3. Is the basis of relationships with others

_____ 4. Is not important

_____ 5. Develops in stages according to age and experience

_____ 6. Differs in each person

OBJECTIVE 5

Arrange in order of importance the categories of basic human needs. Write a "1" before the most important, a "2" before the next, etc.

_____ A. Esteem - self-respect

_____ B. Safety - security

_____ C. Basic physiological needs

_____ D. Self-realization - fulfillment

_____ E. Attention - social activity

OBJECTIVE 6

Select from a list characteristics of self-fulfilled people. Write an "X" before correct characteristics.

_____ 1. Understand human behavior

_____ 2. Conform to behavior of peers

_____ 3. Appreciate others and the world

_____ 4. Are spontaneous

_____ 5. Are creative in their approach to work and life

_____ 6. Evaluate others' appearance and actions

_____ 7. Believe all people are created equal and should be treated equally

_____ 8. Have several interpersonal relationships

May be photocopied for student use.

____ 9. Avoid work whenever they can

____ 10. Are concerned for humanity

____ 11. Believe that different people should be treated differently

____ 12. Love life

____ 13. Have a need for privacy and quiet time alone

____ 14. Look to other people for answers and direction

____ 15. Appreciate diversity

OBJECTIVE 7

Discuss factors which motivate people's actions. Include three factors in your discussion.

_____

_____

_____

_____

_____

_____

OBJECTIVE 8

Evaluated on Assignment Sheet 2.

OBJECTIVE 9

Select from a list behaviors of people with little self-respect. Write an "X" before behaviors indicating little self-respect.

____ 1. Rebellious feelings

____ 2. Humbleness

____ 3. Quiet resentment which builds up until the person lashes out at others

____ 4. Self-centered

____ 5. Unselfish

____ 6. Withdrawing from others

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____ 7. Anger at self

____ 8. Excessive drinking, drugs, and promiscuity

____ 9. Doing extreme things to gain popularity and attention

OBJECTIVE 10

State possible reasons for lack of self-respect. Write three reasons in the blanks.

- _____
- _____
- _____

OBJECTIVE 11

State the benefits of having self-respect. Write three benefits in the blanks.

- _____
- _____
- _____

OBJECTIVE 12

Select from a list reasons why developing human relations is important in the work place. Write an "X" before correct reasons.

____ 1. Competition for service occupations is greater today.

____ 2. Employees need to be acquainted and to feel united.

____ 3. All types of people must be treated equally.

____ 4. Employees may need to be taught the authority structure in businesses.

____ 5. More than 20 percent of all jobs require management duties.

____ 6. All concerned—the customer/client, the employee, and the employer—benefit when positive human relations are in place.

____ 7. Productivity rates rise.

____ 8. Absenteeism rates rise.

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____ 9. Employee turnover rates decrease.

____ 10. Employees cannot reach their career goals without getting along with other people.

OBJECTIVE 13

State factors that contribute to high morale in the work place. Write eight factors in the blanks.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

May be photocopied for student use.

ASSIGNMENT SHEETS

OBJECTIVE 2 — **Assignment Sheet 1**

Evaluated to the satisfaction of the instructor

OBJECTIVE 8 — **Assignment Sheet 2**

VALUES AUCTION KEY

A satisfying and fulfilling marriage	(marriage)
Freedom to do what I want	(personal autonomy)
A chance to direct the destinies of nations	(power)
The love and admiration of friends	(love, friendship, approval)
Travel and tickets to any cultural or athletic event as often as I wish	(travel, pleasure, athletics, aesthetics)
Complete self-confidence with a positive outlook on life	(emotional well being)
A happy family relationship	(family)
Recognition as the most attractive person in the world	(appearance)
A long life free of illness	(health)
A satisfying religious faith	(religion)
A complete library for my private use	(knowledge)
A month's vacation with nothing to do but enjoy myself	(pleasure)
Lifetime financial security	(security)
A lovely home in a beautiful setting	(aesthetic, achievement)

A world without prejudice	(justice)
A chance to eliminate sickness and poverty	(altruism)
International fame and popularity	(recognition, approval)
An understanding of the meaning of life	(wisdom)
A world without graft, lying, or cheating	(honesty)
Freedom within my work setting	(work autonomy)
A good love relationship	(love)
Success in my chosen profession or vocation	(vocational achievement)

WRITTEN TEST

OBJECTIVE 1

1. D
2. C
3. B
4. G
5. A
6. E
7. F
8. H

OBJECTIVE 2

Evaluated on Assignment Sheet 1.

OBJECTIVE 3

Answer should include all of the following:

- Inherited characteristics
- Learned characteristics
- Combined characteristics

OBJECTIVE 4

2, 3, 5, 6

OBJECTIVE 5

A. 4
B. 2
C. 1
D. 5
E. 3

OBJECTIVE 6

1, 3, 4, 5, 7, 8, 10, 12, 13, 15

OBJECTIVE 7

Discussion should include the following main points:

- Person's level of need
- Whatever gives the greatest reward

- Praise of the person's work and actions

OBJECTIVE 8 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 9 1, 3, 6, 7, 8, 9

OBJECTIVE 10 Answer should include any three of the following:

- We are so familiar with ourselves we tend to take ourselves for granted.
- We tend to minimize what we accomplish.
- We tend to believe others can reach heights we cannot.
- We receive negative reinforcement all our lives.

OBJECTIVE 11 Answer should include any three of the following:

- Makes it possible to work on self-improvement
- Makes it easier to respect others
- Is necessary before others can respect you
- Makes it likely you will achieve success
- Leads to attaining self-fulfillment

OBJECTIVE 12 2, 3, 4, 6, 7, 9, 10

OBJECTIVE 13 Answer should include any eight of the following:

- Pride in work performance
- Job satisfaction
- Adequate salary
- Good working conditions
- Fringe benefits
- Awareness of job responsibilities
- Advance notice of change
- Fair treatment
- Fair evaluation of job performance
- Appreciation for work done
- Participation in decision making
- Possibilities for promotion and growth

OBJECTIVE SHEET

DEVELOPING ATTITUDES 2

INTRODUCTION

The way you feel, your attitude, about a task, person, event, or idea determines your reactions: the more positive your attitude, the more positive your reactions. Because people have attitudes about everything from cars to presidents, it is important that you understand your attitudes, how they affect your behavior, and how you can change them.

UNIT OBJECTIVE

After completing this unit, the student will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with attitudes to their correct definitions.
2. State ways attitudes are established.
3. State ways to achieve a more positive attitude.
4. Evaluate your attitudes toward others. (Assignment Sheets 1 and 2)
5. State appropriate behaviors toward others.
6. Analyze your study habits. (Assignment Sheet 3)
7. Evaluate your academic grades. (Assignment Sheet 4)
8. Evaluate your attitude toward school. (Assignment Sheet 5)
9. Evaluate your attitude toward work. (Assignment Sheet 6)
10. Select from a list actions that show constructive attitudes toward school and job.
11. Select from a list benefits of setting goals.
12. Chart your goals. (Assignment Sheet 7)
13. Develop a plan for self-improvement. (Assignment Sheet 8)

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☛ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with attitudes to their correct definitions.

- Lead a discussion about attitudes and goals. What is an attitude? What are some common attitudes? Are attitudes good or bad? Can they be changed? How do attitudes affect the way we get along with other people? With ourselves? How do our attitudes affect our goals? Are goals important?
- Use Information Sheet, objective 1 to review terms and definitions associated with developing attitudes.
- Have the students list ten goals they have in life. How many of these goals require good attitudes and the ability to get along well with self and others? Keep the lists for later use.

Objective 2: State ways attitudes are established.

- Use Information Sheet, objective 2 to discuss ways attitudes are established.

- Have the students share experiences, books, television shows, or attitudes of others that may have helped develop some of their own attitudes.

Objective 3: State ways to achieve a more positive attitude.

- Use Information Sheet, objective 3 to discuss ways to achieve a more positive attitude.

- Ask the students if they have tried any of these steps and what kind of results they obtained. Have them experiment with some of these suggestions for a day or a week and report the results to the class.

Objective 4: Evaluate your attitudes toward others. (Assignment Sheets 1 and 2)

- Have the students complete Assignment Sheet 1.

- Have the students share with the class the reports they prepared for Part 2 of the Assignment Sheet.

- Have the students complete Assignment Sheet 2. If the students are adults, substitute appropriate authority figures such as supervisor, policeman, or judge for teacher and parent.

Objective 5: State appropriate behaviors toward others.

- Use Information Sheet, objective 5 to discuss appropriate behaviors toward others.

- Lead a class discussion on friendship. What qualities make a good friend? How much will you tolerate to hold on to a friendship? Which is more important to you—what your friends think or what your family thinks?

- Introduce the concept of minorities and have the class list several minority groups. Some examples in the United States are: Puerto Ricans, Vietnamese, Chinese, blacks, developmentally and physically disabled, the elderly, Jews, and Moslems.

- Do the students know individuals from minority groups? Discuss how would it feel to be discriminated against.

- Discuss appropriate attitudes toward authority figures. Discuss some common negative attitudes toward authority for contrast. Some examples are fear, avoidance, distrust and resentment.

Objective 6: Analyze your study habits. (Assignment Sheet 3)

- Have the students complete Assignment Sheet 3.

- Have the students share their best study tips with the class.

Objective 7: Evaluate your academic grades. (Assignment Sheet 4)

- Have the students complete Assignment Sheet 4.

- Discuss the concept of assigning grades. Is grading fair? How is grading useful? What correlations, if any, did the students find between their interest in a subject, their time and effort spent studying, and the grade received?

Objective 8: Evaluate your attitude toward school. (Assignment Sheet 5)

- Have the students complete Assignment Sheet 5.

- Allow the students to express both positive and negative feelings about school. Stress ways that developing positive attitudes benefits the students.

Objective 9: Evaluate your attitude toward work. (Assignment Sheet 6)

- Have the students complete Assignment Sheet 6.

- Discuss the questions in the assignment sheet as a group. Relate the questions to success or failure on the job.

Objective 10: Select from a list actions that show constructive attitudes toward school and job.

- Use Information Sheet, objective 10 to discuss actions that show constructive attitudes toward school or work.

Objective 11: Select from a list benefits of setting goals.

- Use Information Sheet, objective 11 to present the benefits of setting goals. Lead the students in a discussion of how the benefits work. For example, how do goals give direction and purpose to actions?

Objective 12: Chart your goals. (Assignment Sheet 7)

- Have the students complete Assignment Sheet 7.
- Have the students compare these goals with those they listed at the beginning of the unit. Were the earlier goals vague ideas, such as happiness, comfort, or peace? Are the goals in Assignment Sheet 7 more specific?

Objective 13: Develop a plan for self-improvement. (Assignment Sheet 8)

- Have the students complete Assignment Sheet 8.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- Give the Written Test.

  ☞ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Katz, Stan J. and Aimee E. Liu. *Success Trap.* New York: Ticknor and Fields, 1990.

- Mager, Robert F. *Goal Analysis,* 2nd ed. Belmont, CA: Lake Publishing Company, 1984.

- Mayer, Barbara. *The High School Survival Guide: An Insider's Guide to Success.* Lincolnwood, IL: VGM Career Horizons, A Division of National Textbook Company, 1986.

- Patel, Chandra. *The Complete Guide to Stress Management.* New York: Plenum Press, 1991.

Electronic Media

- *Bonnie Consolo.* VHS, 24 minutes, 1986. Available from Barr Films, 12801 Schabarum Ave., Irwindale, CA 91706. 800-234-7878.

  ☞ **NOTE:** Bonnie Consolo is a most unusual and inspirational woman—a person who was born without arms, yet leads a normal and productive life. To Bonnie, the world is a beautiful and wondrous place, and she radiates a rich philosophy that will inspire everyone to live life to its fullest.

INFORMATION SHEET

DEVELOPING ATTITUDES

2

OBJECTIVE 1

Match terms associated with attitudes to their correct definitions.

- **attitude** — feeling toward or about something
- **authority figure** — person in power; one who gives commands or enforces orders, laws, or rules

  EXAMPLE: Employer, teacher, parent, policeman, judge
- **communication** — exchange of information and feelings
- **degrading** — lowering in rank or status; punishing
- **ethnic group** — group of people who share customs, beliefs, and/or race

  EXAMPLE: Quakers, feminists, Indians
- **minority** — group of people smaller in number than and different from a larger controlling group
- **positive** — confident; promoting well-being
- **prejudice** — pre-formed attitude; judgment or opinion formed before the facts are known
- **punctuality** — being on time

OBJECTIVE 2

State ways attitudes are established.

- Experiences
- Media
  - Books, newspapers,
  - Television, radio, films, song lyrics
- Attitudes of parents, friends, teachers, and religious associates

OBJECTIVE 3

State ways to achieve a more positive attitude.

☛ **NOTE:** Some people find it helpful to memorize these steps and to repeat and apply them when they face troublesome circumstances.

- Realize that you can change no one but yourself.

  ☛ **NOTE:** A person must, therefore, adjust to problem situations or get out of them.

- Smile.

- Say something pleasant once every hour.

- Change negative statements to positive statements.

  EXAMPLE: "We're never going to finish this" can be changed to "If we work together, we can finish this."

- Change a negative problem to a positive situation.

  ☛ **NOTE:** If the previous steps have been followed, this step will be much easier.

- Keep a mental picture of the kind of person you want to be.

OBJECTIVE 4

Complete Assignment Sheets 1 and 2.

OBJECTIVE 5

State appropriate behaviors toward others.

- Friends
  - Loyalty

    ☛ **NOTE:** Do not talk about a friend behind his or her back.

  - Helpfulness
  - Friendliness

    ☛ **NOTE:** You may be tempted to be a friend only when someone you like better is not around. A true friend's attitude does not change when another friend appears.

- Kindness
- Dependability

- Minorities

  ☛ **NOTE:** A person may be considered a minority by you if he or she is of a different nationality, race, or language or if she or he has opinions that differ from yours.

  - Open-mindedness
  - Acceptance
  - Recognition of every individual's right to be different

- Authorities
  - Respect
  - Friendliness
  - Acceptance

OBJECTIVE 6 **Complete Assignment Sheet 3.**

OBJECTIVE 7 **Complete Assignment Sheet 4.**

OBJECTIVE 8 **Complete Assignment Sheet 5.**

OBJECTIVE 9 **Complete Assignment Sheet 6.**

OBJECTIVE 10 **Select from a list actions that show constructive attitudes toward school and job.**

- Regular attendance
- Punctuality
- Alertness

- Putting forth maximum effort physically and mentally
- Good study or work habits
- Honesty with time, tests, and money
- Dependability
- Creativity

OBJECTIVE 11

Select from a list benefits of setting goals.

☛ **NOTE:** Goals require perseverance and the ability to not become discouraged easily. It is best to set short-, intermediate-, and long-term goals.

- Give direction and purpose to actions
- Serve as a mark for when one has achieved success
- Help bring about desired conditions

  ☛ **NOTE:** Goals should be stated in specific terms.

  EXAMPLE: Winning a competitive event is a goal. Happiness is not the goal; it is the resulting condition of achieving a specific goal.

- Create self-confidence by allowing a person to experience a series of successes

OBJECTIVE 12

Complete Assignment Sheet 7.

OBJECTIVE 13

Complete Assignment Sheet 8.

ASSIGNMENT SHEET 1

DEVELOPING ATTITUDES

2

Name _____ Score _____

OBJECTIVE 4

Evaluate your attitudes toward others.

INTRODUCTION

We sometimes forget that each of us is a minority in some way; we are all "differently abled." Your neighbor is an excellent speller, while you frequently misspell even simple words. You, on the other hand, can tell the weight of an object just by holding it, while your neighbor's best guess is far off. These characteristics are abilities or disabilities depending upon your attitude. As a result, we are all in a minority in some way.

INSTRUCTIONS

Research and Reference
- Select useful resources
- Locate resources

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

General Relating
- Identify personal values/attitudes

Part 1

In Part 1 of this Assignment Sheet, answers are not right or wrong. You are exploring your feelings toward minority groups. Try to be as honest as possible. You may want to volunteer your answers as a basis for class discussion.

1. Does every group of people or race have a right to exist? Why or why not?

_____

_____

_____

_____

2. What is your attitude toward a physically disabled person?

_____

_____

_____

_____

3. What is your attitude toward a developmentally disabled person?

4. Do you think your attitude would be different if a mentally or physically disabled person were a member of your family?

Part 2

On your own paper, list three important people who are from other races or from other ethnic groups. Write a brief paragraph about each person; tell what he or she has contributed to our society.

☛ **NOTE:** To complete this portion of the Assignment Sheet, you will need to use encyclopedias or other reference books or magazines available in your home or school library.

ASSIGNMENT SHEET 2

DEVELOPING ATTITUDES 2

Name _____ Score _____

OBJECTIVE 4

Evaluate your attitudes toward others.

INTRODUCTION

We all must submit to some form of authority. As members of society we must obey its laws, which are enforced by such authority figures as policemen, politicians, and judges. We have all had to obey the rules of parents, teachers, and employers. Our attitudes shape our responses to the authority figures we encounter.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

In this Assignment Sheet, answers are not right or wrong. You are exploring your feelings toward authority figures (parents, teachers, supervisors). You may want to volunteer your answers as the basis for class discussion.

1. Do you try to know your teachers, supervisors, or parents as individuals? Explain.

_____

_____

_____

_____

2. Can you communicate with adults? If not, what would give you more courage to talk to them?

_____

_____

_____

_____

3. What makes a good teacher?

4. How can you help your teachers have better classes?

5. What would help you get along well with teachers?

6. What makes a good supervisor?

7. What would help you get along well with supervisors?

8. Do you say "hello" or "good morning" to adults? Why or why not?

9. Do you understand your parents' needs, and do you respect their feelings? Why or why not?

10. How honest are you with your parents? Explain?

11. Will your home be different when you are the head of the house? How?

ASSIGNMENT SHEET 3

DEVELOPING ATTITUDES

2

Name _____ Score _____

OBJECTIVE 6

Analyze your study habits.

INTRODUCTION

Before you can improve your study habits and skills, you must know how you study. By honestly answering the following questions, you'll discover attitudes you have about studying that may be hindering your achievement. This knowledge can then be used to develop a plan for improvement.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

General Relating
- Identify personal values/attitudes

Cognitive Activities
- Develop an action plan

Part 1- Place a check in the box that most often represents your study habits.

	Yes	Some-times	No
1. Do I know the assignment exactly?			
2. Do I keep an assignment notebook?			
3. Do I have definite hours set aside for study?			
4. Do I have a definite place at home set aside for study?			
5. Do I have trouble getting started?			
6. Do I make notes of the important points in the assignment material as I study?			
7. Do I review my lesson briefly before going to class?			
8. Do I complete assignments on time?			
9. Do I collect the necessary materials before I begin to study?			
10. Do I find myself daydreaming while I study?			
11. Do I waste time?			
12. Do I check over major topical headings before reading the material that follows?			
13. Do I recall main points as I study?			
14. Do I have confidence in my ability to master the subject matter?			

Part 2 - Complete the following statements.

1. My worst study habit is _____

   _____

2. My most successful study habit is _____

   _____

3. Three specific ways I can improve my study habits are

   - _____

     _____

   - _____

     _____

   - _____

     _____

ASSIGNMENT SHEET 4

DEVELOPING ATTITUDES

2

Name _____ Score _____

OBJECTIVE 7

Evaluate your academic grades.

INTRODUCTION

Many obstacles can keep you from earning the grades you want, and most of these obstacles can be overcome only by you. Identifying the academic areas in which you succeed and those in which you fail may help you more clearly define goals for your academic growth.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

General Relating
- Identify personal values/attitudes

The purpose of this check sheet is to help you think about:

- what your grades tell you about yourself
- how much of your true effort your grades show
- what your grades show your strength to be

1. In what subjects did you receive your highest grades last year?

_____

_____

2. What do these grades tell you about how hard you tried in these classes?

_____

_____

3. In which subject did you work the hardest?

_____

_____

4. What do your grades tell you about your ability to memorize things?

_____

_____

5. How did your grades measure your study habits?

_____

_____

6. How did your reading skill affect your grades?

_____

_____

7. In which subjects do you get the lowest grades?

_____

_____

8. In which subjects do you have the most interest?

_____

_____

ASSIGNMENT SHEET 5

DEVELOPING ATTITUDES 2

Name _____ Score _____

OBJECTIVE 8

Evaluate your attitude toward school.

INTRODUCTION

Your study habits and academic achievements are reflections of an over-all attitude about school. How you feel about school—your social ease there, the need for education, the people with whom you associate, the subjects you take—affects your study habits and your academic achievement. To improve one, the other two must change also.

INSTRUCTIONS

Answer the following questions honestly. The results will show you ways to improve your school performance.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

1. Would you rate your attitude toward school as positive or negative? Why?

_____

_____

_____

2. What specific things do you dislike about school?

_____

_____

_____

3. Is there anything reasonable you can do about the things you dislike? If so, what?

_____

_____

_____

4. What specific things do you like about school?

5. Are your goals for achieving good grades too high or too low? Why?

6. Do you get more pressure about grades from yourself, your friends, or your parents?

7. Why should you be honest when taking tests?

8. Why is copying someone else's test answers and assignments wrong?

9. Are regular attendance and being on time important to you? Why or why not?

10. Do you think your attitude about school will affect your attitude about working on a job? Why or why not?

ASSIGNMENT SHEET 6

DEVELOPING ATTITUDES 2

Name _____ Score _____

OBJECTIVE 9

Evaluate your attitude toward work.

INTRODUCTION

Most of your life beyond school will be spent working. Your approach to this large portion of your life, whether positive or negative, will determine your success as measured in the work place by others and by you.

INSTRUCTIONS

Answer the following questions honestly. The results can help you determine ways to develop positive attitudes about work.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

General Relating
- Identify personal values/attitudes

1. Do you think that adults who spend most of their lives working are foolish? Why or why not?

_____

_____

_____

2. Should you put pride and effort into your work? Why or why not?

_____

_____

_____

3. What would happen to your employer's place of business if every employee were like you?

_____

_____

_____

4. How important is it to be present and on time? Why?

5. If you could find only a low-paying job, would you take it or do nothing? Why?

6. Would you rather have a high-paying, boring job or a low-paying, interesting job? Why?

7. Should you do things on the job that you are not paid for? Explain why and give examples.

8. Do you think that volunteer work is important? Why or why not?

ASSIGNMENT SHEET 7

DEVELOPING ATTITUDES 2

Name _____ Score _____

OBJECTIVE 12

Chart your goals.

INTRODUCTION

Goals are what we want to achieve in life. They may be as simple and short-term as being more cooperative with a younger sibling or as complex and long-term as building a challenging, rewarding career. All goals do share one characteristic: goals can be achieved only if they are set.

INSTRUCTIONS

Review your responses in Assignment Sheets 3 through 6 to help you start thinking about goals. Complete the chart on this and the following page.

Functional Reading
- Interpret forms and records
- Follow written instructions

Cognitive Activities
- Analyze/synthesize information
- Identify/develop alternatives

Goals	Education	Vocational	Interests & Hobbies	Others (home life, spiritual, social, etc.)
Immediate (Today, this week, or this month)				
Intermediate (This semester or this year)				

Goals	Education	Vocational	Interests & Hobbies	Others (home life, spiritual, social, etc.)
Long Range Next Year				
Two Years				
Five Years				
Ten Years				

ASSIGNMENT SHEET 8

DEVELOPING ATTITUDES 2

Name _____ Score _____

OBJECTIVE 13

Develop a plan for self-improvement.

INTRODUCTION

Once goals are charted, steps must be planned and taken to make written goals realities.

INSTRUCTIONS

Think about the goals you wrote in Assignment Sheet 7. Select the one goal that seems most important to you now and develop it in more detail by completing the following statements.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Develop an action plan
- Analyze/synthesize information
- Identify/develop alternatives

- One goal I really want to accomplish is:

_____

_____

_____

- Here is how I am going to make progress toward this goal

_____

_____

_____

_____

_____

- My deadline to turn this plan into reality is

_____

_____

_____

- Here are abilities and skills that I have that will help me to achieve this goal

_____

_____

_____

- I have detailed knowledge of the following subjects that will help me reach my goal

_____

_____

_____

- Here are areas in which I need more information, help, skill, and knowledge

_____

_____

_____

- Here are places to go and people to see for gaining knowledge, acquiring information, and mastering skills

_____

_____

_____

- Here is the first step I am going to take (this week!)

_____

_____

_____

- My next three main steps will be as follows:

  1) _____

  2) _____

  3) _____

- My deadline for completing these three steps is

  _____

  _____

WRITTEN TEST

DEVELOPING ATTITUDES

2

Name _____ Score _____

OBJECTIVE 1

Match terms associated with attitudes to their correct definitions. Write the correct letters in the blanks.

A. attitude
B. communication
C. positive
D. punctuality
E. minority
F. ethnic group
G. authority figure
H. degrading
I. prejudice

_____ 1. Group of people smaller in number than and different from a larger, controlling group

_____ 2. Confident; promoting well-being

_____ 3. Feeling toward or about something

_____ 4. Group of people who share customs, beliefs, and/or race

_____ 5. Being on time

_____ 6. Exchange of information and feelings

_____ 7. Lowering in rank or status; punishing

_____ 8. Pre-formed attitude; judgment or opinion formed before the facts are known

_____ 9. Person in power; one who gives commands or enforces orders, laws, or rules

OBJECTIVE 2

State ways attitudes are established. Write three ways in the blanks.

- _____
- _____
- _____

May be photocopied for student use.

OBJECTIVE 3

State ways to achieve a more positive attitude. Write five ways in the blanks.

- _____
- _____
- _____
- _____
- _____

OBJECTIVE 4

Evaluated on Assignment Sheets 1 and 2.

OBJECTIVE 5

State appropriate behaviors toward others. Write appropriate behaviors in the blanks.

Friends

- _____
- _____
- _____
- _____
- _____

Minorities

- _____
- _____
- _____

Authorities

- _____
- _____
- _____

May be photocopied for student use.

OBJECTIVE 6 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 7 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 8 **Evaluated on Assignment Sheet 5.**

OBJECTIVE 9 **Evaluated on Assignment Sheet 6.**

OBJECTIVE 10 **Select from a list actions that show constructive attitudes toward school and job.** Write an "X" before correct attitudes.

_____ 1. Dependability

_____ 2. Regular attendance

_____ 3. Criticism

_____ 4. Creating as little extra work as possible

_____ 5. Honesty with time, tests, and money

_____ 6. Alertness

OBJECTIVE 11 **Select from a list benefits of setting goals.** Write an "X" before correct benefits.

_____ 1. Give direction and purpose to actions

_____ 2. Create self-confidence by allowing a person to experience a series of successes

_____ 3. Make changing jobs difficult

_____ 4. Help bring about desired conditions

_____ 5. Create wealth and fame

_____ 6. Serve as a mark for when one has achieved success

OBJECTIVE 12 **Evaluated on Assignment Sheet 7.**

OBJECTIVE 13 **Evaluated on Assignment Sheet 8.**

May be photocopied for student use.

ASSIGNMENT SHEETS

OBJECTIVE 4

Assignment Sheets 1 and 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 6

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

OBJECTIVE 7

Assignment Sheet 4

Evaluated to the satisfaction of the instructor

OBJECTIVE 8

Assignment Sheet 5

Evaluated to the satisfaction of the instructor

OBJECTIVE 9

Assignment Sheet 6

Evaluated to the satisfaction of the instructor

OBJECTIVE 12

Assignment Sheet 7

Evaluated to the satisfaction of the instructor

OBJECTIVE 13

Assignment Sheet 8

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

1. E
2. C
3. A
4. F
5. D
6. B
7. H
8. I
9. G

OBJECTIVE 2

Answers should include all of the following:

- Experiences
- Media
- Attitudes of parents, friends, teachers, and religious associates

OBJECTIVE 3

Answers should include any five of the following:

- Realize that you can change no one but yourself.
- Smile.
- Say something pleasant once every hour.
- Change negative statements to positive statements.
- Change a negative problem to a positive situation.
- Keep a mental picture of the kind of person you want to be.

OBJECTIVE 4

Evaluated on Assignment Sheets 1 and 2.

OBJECTIVE 5

Answer should include all of the following:

Friends

- Loyalty
- Helpfulness
- Friendliness
- Kindness
- Dependability

Minorities

- Open-mindedness
- Acceptance
- Recognition of every individual's right to be different

Authorities

- Respect
- Friendliness
- Acceptance

OBJECTIVE 6 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 7 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 8 **Evaluated on Assignment Sheet 5.**

OBJECTIVE 9 **Evaluated on Assignment Sheet 6.**

OBJECTIVE 10 1, 2, 5, 6

OBJECTIVE 11 1, 2, 4, 6

OBJECTIVE 12 **Evaluated on Assignment Sheet 7.**

OBJECTIVE 13 **Evaluated on Assignment Sheet 8.**

OBJECTIVE SHEET

INTERACTING WITH OTHERS 3

INTRODUCTION

Interacting with other people creates some of the greatest challenges and rewarding experiences in life. The way people react to you and the way you feel about those reactions help determine your mental health. Because you can control only yourself, not those around you, it is necessary that you learn as much as possible about the coping skills all people use.

UNIT OBJECTIVE

After completing this unit, the student will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Evaluate personal maturity in interacting with others. (Assignment Sheet 1)
2. Select from a list kinds of defense mechanisms.
3. Identify defense mechanisms used in specific situations. (Assignment Sheet 2)
4. State effective ways to interact with others.
5. Arrange in order the steps of problem solving.
6. Select from a list ways to maintain self-respect.
7. State ways to achieve self-control.
8. State guidelines for handling sexual harassment in the work place.
9. State ways of dealing with co-workers who have negative attitudes.
10. Discuss a human relations case study. (Assignment Sheet 3)
11. Create a plan to overcome personal fears. (Assignment Sheet 4)

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Evaluate personal maturity in interacting with others. (Assignment Sheet 1)

- Have the students complete Assignment Sheet 1.

Objective 2: Select from a list kinds of defense mechanisms.

- Explain to the students as noted in Information Sheet,. objective 2 that a *defense mechanism* is a behavior used to cope with difficulties.
- Discuss each defense mechanism listed under this objective.
  - Show transparency 1, "Defense Mechanisms," to highlight the defense mechanism, acting childish.

Objective 3: Identify defense mechanisms used in specific situations. (Assignment Sheet 2)

- Compile a list on the board of situations suggested by the students in which people must make adjustments. Lists will vary but may be similar to the following:
  - Meeting and getting along with members of the opposite sex
  - Getting along with members of the family
  - Facing examinations and passing or failing them
  - Reacting to serious life events such as the loss of family or friends through death or other causes
  - Deciding what to do when friends want you to do one thing and parents want you to do another
- Encourage the students to give specific examples of general situations which were listed and discuss how they handled them. Did they or others use any of the defense mechanisms listed under objective 2?

  EXAMPLE: General situation—Getting along with family members

  Specific examples—Deciding who controls the television or VCR when a conflict arises; deciding where to spend the holidays when divorced parents have separate households
- Have the students complete Assignment Sheet 2 and discuss their answers.

Objective 4: State effective ways to interact with others.

- Use Information Sheet, objective 4 to discuss effective ways to interact with others.

Objective 5: Arrange in order the steps of problem solving.

- Review the benefits of setting goals as listed in Unit 2, Information Sheet, objective 12.
- Discuss the steps in problem solving listed in Information Sheet, objective 5.

- Use Transparency 2, "To Handle A Problem," to emphasize the steps in problem solving.

- Use Supplement 1 to work through the steps in solving a problem. Have the students suggest other problems you could work through as a group.

Objective 6: Select from a list ways to maintain self-respect.

- Use Information Sheet, objective 6 to discuss ways to maintain self-respect.

Objective 7: State ways to achieve self-control.

- Use Information Sheet, objective 7 to discuss ways to achieve self-control.

Objective 8: State guidelines for handling sexual harassment in the work place.

- Use Information Sheet, objective 8 to present guidelines for handling sexual harassment in the work place.

- Use Transparencies 3, "Sexually Harassing Behaviors," and 4, "Facts About Sexual Harassment," to discuss the definition and circumstances of sexual harassment.

- Allow the students to discuss situations that might or might not constitute harassment. Emphasize the difficulty of defining sexual harassment and stress the potentially serious consequences of actions which might be perceived as sexual harassment.

Objective 9: State ways of dealing with co-workers who have negative attitudes.

- Using the students' suggestions, compile a list on the board of desirable and undesirable characteristics of employees.

- Use Information Sheet, objective 9 to discuss ways to handle human relations problems with unpleasant co-workers.

- Have the students talk about experiences they have had on the job with difficult co-workers. Did they find a good solution for the problem at the time? Have they thought of a better solution since?

Objective 10: Discuss a human relations case study. (Assignment Sheet 3)

- Have the students complete Assignment Sheet 3.
- Have a prominent business person, local government official, or school official visit your class and talk about the type of human relations training available in his or her work place and the importance of such training.

Objective 11: Create a plan to overcome personal fears. (Assignment Sheet 4)

- Use Supplement 2 to introduce the concept of creative visualization.
- Guide the students through a creative visualization using the visualization in Supplement 2 as an example. You may wish to change the Supplement to meet the needs of your group.
- Have the students make up a visualization to help themselves cope with one of their problems.
- Use Transparency 5, "Determination," to stimulate the students to think about and discuss Lincoln's determination to succeed in spite of many failures and problems along the way. Can they think of other public figures or people they know who have a lot of determination?
- Have the students complete Assignment Sheet 4. Discuss Part 1 (Sara's problem) as a group. Have the class separate into pairs to discuss Part 2 (their own fears). The students can offer suggestions to each other about ways they can overcome their fears.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☞ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Bramson, Robert. *Coping with Difficult Bosses.* New York: A Birch Lane Press Book, Carol Publishing Group, 1992.
- Bright, Deborah. *Criticism in Your Life.* New York: Master Media, LTD., 1988.
- Cousins, Norman. *Anatomy of an Illness.* New York: W.W. Norton & Company, 1979.
- Gawain, Shakti. *Creative Visualization.* San Rafael, CA: Whatever Publishing, Inc., 1978.
- Hoevelman, Sue. *Gender Equity.* Stillwater: Oklahoma Department of Vocational and Technical Education/ Curriculum and Instructional Materials Center, 1993.
- Lareau, William. *Conduct Expected: The Unwritten Rules for a Successful Business Career.* Piscataway, NJ: New Century Publishers, Inc., 1985.

INFORMATION SHEET

INTERACTING WITH OTHERS 3

OBJECTIVE 1

Complete Assignment Sheet 1.

OBJECTIVE 2

Select from a list kinds of defense mechanisms.

☞ **NOTE:** A defense mechanism is a behavior used to cope with difficulties. These mechanisms may be used consciously or unconsciously. They are not necessarily good or bad. An awareness of these mechanisms helps us to place responsibility where it belongs, to put our energies to more constructive use, and to adjust to uncomfortable situations.

- Giving up too easily ("sour grapes," rationalization)

  EXAMPLE: "I didn't want that anyway"

  "I decided that I wouldn't work there if they paid me twice the money"

  "I'd stop smoking but then I'd gain weight"

  ☛ **NOTE:** Persons may feel threatened when suggestions are made to change well-developed excuses.

- Blaming someone or something else

  ☛ **NOTE:** The excuses may be partly right, but the person could have prevented the excuse by being more careful.

  EXAMPLE: The person who has a new excuse every day for being late

  "I couldn't do my assignment because the books were out of the library," when he or she did not go to the library until the last minute

  "The teacher didn't explain it right," when the person did not ask questions

- Acting childish

  ☛ **NOTE:** This may make a person feel better for awhile but does nothing to solve the problems.

  EXAMPLE: Crying, pouting

- Doing something else when a goal or activity failed

  ☛ **NOTE:** The person may substitute a lower or higher goal or activity for the one that failed.

  EXAMPLE: Playing tennis to relieve feelings of frustration and anger

  Person unable to become a professional actress becomes an excellent speech teacher, participates in the local community theatre, and directs plays for the church

- Taking out feelings on another person, group, or thing

  ☛ **NOTE:** A person may develop guilty feelings which makes his or her behavior even worse.

  EXAMPLE: Nurse assistant who does not get along well with his or her supervisor and takes it out on patients

  Person who beats her dog because things have not gone well

  Blaming whole groups, such as Jews, blacks, Baptists, Democrats, or freshmen, for problems in society

- Daydreaming about being like someone whose traits you admire

  ☛ **NOTE:** This can be useful if not used excessively to the point that the person begins to live in a fantasy world or if the person does not become disillusioned when he or she learns that the idol has human faults also. Psychologists say that every young person needs a good person with whom to identify, such as a mother, father, teacher, minister, president, business person, or athlete.

  EXAMPLE: Practicing a speech similar to the style of a speaker you admire

  Linking oneself to a successful football team, vocational student organization, employer, older brother or sister

  Deciding to enter a school or career because you like someone in that school or occupation

- Consciously forcing yourself not to think about unpleasant things

  EXAMPLE: "I don't want to talk about it."

- Developing a personality trait or physical ability to overcome a real or imagined deficiency

  EXAMPLE: Person who once had polio works to become a great athlete

  An insecure person who talks big

  A person who feels inferior in athletics develops exceptional skill in mathematics

- Expressing emotions as a physical symptom

  EXAMPLE: A student is worried about a test or work and develops a headache.

- Covering up real problems

  EXAMPLE: A mother feels insecure or rejected and does not allow her child any freedom. She loves her child, but she is not aware of how her personal needs are affecting her actions toward the child. She would vigorously argue that she is not overprotective.

  A girl who feels insecure may be very jealous and cling to her boyfriend.

- Transferring emotions to another person

  EXAMPLE: Someone reminds you of someone you like or dislike so you automatically like or dislike the new acquaintance.

  An elderly person treats a student like his or her own child or grandchild.

OBJECTIVE 3

Complete Assignment Sheet 2.

OBJECTIVE 4

State effective ways to interact with others.

- Work to meet the basic needs of others.

- Respond to emotions first.

  ☑ **NOTE:** It is hard to "tell it like it is" or to give the straight facts without first hearing a person's emotions.

  EXAMPLE: A person says, "We *never* do things *my* way."

  Responding to emotions first: "What I hear you saying is that you feel I'm not very thoughtful of you."

  Not responding to emotions first "What do you mean? We *never* do it *my* way!"

- ☐ Realize that other people's feelings make sense to them.

- Show understanding and appreciation of other people's feelings.

- Be aware of other people's feelings as well as what they are saying.

  EXAMPLE: "Oh, . . .I feel okay" may be said with discouragement.

  "I . . . I . . .have to go to the dentist tomorrow" may be said with anxiety.

  "I just saw Joe!" may be said with fear.

  "All right! If *you* say so!" may be said with anger.

- Show restraint with obnoxious people.

  EXAMPLE: Do not yell back at a person because he or she first yells at you.

• Help people feel at ease, important, and useful.

☑ **NOTE:** When you become concerned about other people, you forget about yourself. You become at ease with others, and thus, more important and useful to other people.

- Remember birthdays, special occasions, kindnesses shown, and troubled times with visits, cards, or some other kind of token.

- Return borrowed items promptly to their correct places.

- Remember manners and common courtesies.

  EXAMPLE: Please, thank you, yes sir

- Give credit to others by acknowledging their work.

  EXAMPLE: The student organization president may say, "Look what we accomplished" instead of "Look what I accomplished."

- Realize that every human being is a worthy individual.

OBJECTIVE 5

Arrange in order the steps of problem solving.

To Handle a Problem . . .

1. **Recognize the problem**
2. **Get the facts**
3. **Weigh the facts**
4. **Determine the objective**
5. **Make a decision**
6. **Take action**
7. **Check the results**

1. Recognize the problem.

   ☛ **NOTE:** The real problem may not be what it first appears to be.

2. Get the facts.

   ☛ **NOTE:** Do not eliminate any possible solution without first thinking about it thoroughly, regardless of how ridiculous it may sound.

3. Weigh the facts.

4. Determine the objective.

5. Make a decision.

   ☛ **NOTE:** Some people find it helpful to list the facts or alternatives on a sheet of paper in their order of importance to the individual. They also list the pros and cons to each alternative and gradually eliminate alternatives until an answer is determined.

6. Take action.

7. Check the results.

☛ **NOTE:** Develop determination. A person who is taking a long automobile trip does not give up because of a flat tire. In the same way, a person needs to have conviction or commitment to a worthwhile goal and not lose sight of the end product when circumstances interfere with the goal.

EXAMPLE: A patient who has the will to get well stands a better chance of recovery than the patient who gives up.

OBJECTIVE 6 **Select from a list ways to maintain self-respect.**

☛ **NOTE:** The difference is often in the use of "I" instead of "you." People can state their feelings without "being bossy" or offending others. In other words, people can assume responsibility for their own actions.

- Communicate feelings to others without giving advice.

  EXAMPLE: Response to "Do you mind if I smoke?" — "Smoke really does bother me. Thank you for asking."

  Response when in a car with a reckless driver — "Driving fast bothers me" INSTEAD OF "Why don't you slow down!"

- Improve relations without putting yourself down.

  - Avoid the "Oh, whatever you want to do" attitude.

- Learn to accept compliments and gifts graciously.

  EXAMPLE: Response to "You look nice today" — "Thank you" INSTEAD OF "This old thing?" OR "My hair needs washing."

OBJECTIVE 7 **State ways to achieve self-control.**

☛ **NOTE:** Most people learn early in life that to function effectively we must govern our own behavior. Controlling your behavior to eat less fat, to work more efficiently, or to listen attentively can be done only by you. The following are actions to take if you determine you want to change your behavior so you can achieve a goal:

- Determine if the goal is yours or someone else's for you. It is very difficult to direct your behavior to obtain a goal that you do not value.

- Weigh the positive results against the negative. Write these down so you can recall why reaching the goal is important.

- Use self talk such as "I ought to; I should; I must" followed by the specific action needed to obtain the goal.

- Tell a trusted friend what you want to do, and ask him or her to remind you in a kind way when you seem to forget your goal.

- Give yourself praise for progress you make.

  EXAMPLE: If you want to stop interrupting people, praise yourself (to yourself) when you do not take the conversation away from another person.

- Visualize yourself having reached the goal; imagine how you will feel, look, sound.

OBJECTIVE 8

State guidelines for handling sexual harassment in the work place.

- Prevent sexual harassment by being in control.
  - Project yourself as a confident, self-assured person who expects respect.
  - Pay attention to how you look and sound to others; avoid sending a message that invites harassment.
  - Develop communication skills so you can defend yourself against verbal harassment and express your complaints to the person in charge.
  - Know the policies of your school and company regarding harassment.

- Should action(s) occur that you consider sexual harassment, tell someone immediately.

- Write down exactly what happened—actions and words, the date, time, place, and witnesses' names.

- Determine what you want to do. Your choices include the following:
  - Do nothing.

- ☐ Deal with the harasser yourself.
- ☐ Ask someone in authority to deal with the harasser for you.
- ☐ File a complaint or start a grievance procedure.

☞ **NOTE:** Allegations of harassment are very serious. Victims must be able to prove the behavior occurred.

Sexually Harassing Behaviors

Sexual harassment is:

1. **Assaulting a person for sexual purposes; includes rape**
2. **Making sexual demands, forcefully or subtly**
3. **Making sexual remarks about a person's clothing, body, or sexual activity**
4. **Touching, patting, pinching, or brushing against a person's body**
5. **Staring at a person's body continually**
6. **Making jokes that are sexual, racial, or age-related**
7. **Teasing or slurring a person's sexual nature continually**
8. **Sending uninvited messages of a sexual nature by phone or note**

Both women and men can be perpetrators of sexual harassment.

Both men and women can be victims of sexual harassment.

Facts About Sexual Harassment

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

— The victim as well as the harasser may be a woman or a man.

— The victim does not have to be of the opposite sex.

— The harasser can be the victim's supervisor, teacher, coach, counselor, an agent of the employer, a supervisor in another area, a co-worker, a non-employee, or a fellow student.

— The victim does not have to be the person directly harassed but could be anyone witnessing and affected by the offensive conduct.

— Unlawful sexual harassment may occur without economic injury to or discharge of the victim.

— The harasser's conduct must be unwelcome.

It is in the victim's best interest to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any complaint mechanism or grievance system available.

Source: EEOC, December 1990

OBJECTIVE 9

State ways of dealing with co-workers who have negative attitudes.

- Grouch
  - Be pleasant and sympathetic; do not take the grumbling and griping personally.
  - Realize that many reasons may cause crankiness, such as home life, financial problems, and dissatisfaction with oneself.

- Bossy person
  - Do not allow a co-worker who is not your supervisor to confuse you and cause conflict by giving you orders.
  - Pay attention to details and follow directions as accurately as you can if your supervisor or a person who influences your supervisor gives you instructions, criticism, or orders.
- Complainer
  - Politely avoid complaining co-workers as much as possible because complaining is contagious. Counteract complaints with cheerful, positive statements.
- Gossiper
  - Politely but firmly refuse to listen to gossip by suddenly remembering something you have to do and politely dismissing yourself.

    ☞ **NOTE:** A person who will tell what someone else has said will also repeat what you have said about other people.

OBJECTIVE 10 **Complete Assignment Sheet 3.**

OBJECTIVE 11 **Complete Assignment Sheet 4.**

Problem Solving

This Supplement presents a problem and works through its solution using the steps to problem solving found in Information Sheet, objective 5 and Transparency 2.

The Problem

Your parents are in their late 70s and both are in very poor health. Your father is confined to a wheel chair with severe arthritis. Your mother has emphysema and needs oxygen most of the time. They are still in their own home, but now your mother has injured her back and must be hospitalized. The doctor says she will need long-term care after she is released from the hospital.

You live in another state, and your parents do not want to leave their home area to come live with you. You have two brothers. One is always in and out of trouble and cannot take care of himself much less accept any responsibility for your parents. Your other brother is already showing signs of developing arthritis and is straining to keep up with the needs of his wife and four children. He may be able to help financially but cannot keep your parents in his home. You are financially comfortable.

Your parents own their home. Your father has a good pension and Social Security; they have some investments.

1. **Recognize the problem:** Your parents can no longer care for themselves.

2. **Get the facts:**

   A. They cannot live with you or your brothers.

   B. The family has enough money available to care for them.

   C. They prefer to stay in their own home.

   D. Private nurses and household help are available in their area.

   E. Several nursing homes are in their area.

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3. **Weigh the facts:**

   A. You do not live close enough to supervise the nurses and household help that your parents would need to stay at home.

   B. You have heard of a high turnover in household help and private nurses, and you see this as a problem.

   C. Nursing homes do not always give good care to their patients; however, you have learned of an excellent nursing home in your parents' area.

4. **Determine the objective:** To provide the best possible care for your parents and to keep them happy.

5. **Make a decision:** You decide that a good nursing home is the best alternative because neither of your brothers will supervise home care and you live too far away to do it yourself. You hope that your parents will accept the necessity of moving to a nursing home.

6. **Take action:**

   A. Discuss the situation with your parents. They agree that this is the best choice under the circumstances.

   B. Make arrangements with the nursing home.

   C. Help your parents pack the things they need.

   D. Transport them to the nursing home and settle them in their rooms.

7. **Check the results:**

   A. Keep in close touch with your parents by telephone to make sure they are getting good care.

   B. Monitor their care yourself when you visit.

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Creative Visualization

In recent years the powerful connection between mind and body has received much attention.

In his book, *Anatomy of An Illness*, Norman Cousins tells how he recovered from an usually fatal collagen (connective tissue) disease. He used faith, hope, love, massive doses of vitamin C, and, most of all, laughter.

Although every bone and joint in his body hurt, he decided it was very important to be in a happy state of mind. He watched old Marx Brothers films and films of the television show *Candid Camera* and found that ten minutes of real laughter gave him two hours of pain-free sleep. Although the odds were 500-1 against it, Norman Cousins recovered from this disease.

Dr. O. Carl Simonton introduced the concept of visualization as he investigated the use of thought processes to help cancer patients. He had his patients sit quietly and visualize in great detail their white blood cells killing the cancer cells and carrying them away. Many of these patients became well.

The technique of creative visualization is now used to build self-confidence and to work with other problems including bad habits (smoking, overeating), stress, and fears.

- The following visualization might be useful for overweight people.

  Get in a comfortable position. Relax all the tense muscles in your face, neck, and shoulders. It is best to close your eyes. In your mind, feel yourself as you are now. Feel your thighs, your hips, your stomach, the extra chin. Now imagine that you stand up and walk toward a golden staircase. Climb the staircase slowly, and begin to feel the muscles in your problem areas, and notice that you feel thinner with each step. When you reach the top, notice that you are at your ideal weight. Feel how firm and flat your stomach is; notice the smooth line from your chin to your neck. Notice what you are wearing. Perhaps a gentle breeze is blowing, and a faint fragrance of spring flowers is in the air. You feel wonderful.

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You move easily. You can run and jump; when you sit down, you can cross your legs easily.

Hold this clear picture of yourself at your ideal weight in your mind as you work to achieve your goal.

- A negative visualization might be used to avoid your favorite food. Picture worms crawling in the food, or imagine the food as spoiled. Smell the bad smells; feel the slipperiness. Whenever you are tempted to eat this food, recall the negative image.

- Or use visualization to cope with a negative feeling such as anger. Imagine this anger as a small, glowing ball suspended in front of you. What color is it? Now it is getting larger and larger until it fills your field of vision and you can see nothing else. Then slowly it begins to shrink back to its original size. Now it drifts away from you, further and further until it is a speck in the distance and, finally, too small to see.

  Do you feel less angry now than when you began this exercise?

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Defense Mechanisms

Acting Childish is Generally Ineffective in Solving Problems

May be photocopied for student use.

To Handle a Problem . . .

1. Recognize the problem
2. Get the facts
3. Weigh the facts
4. Determine the objective
5. Make a decision
6. Take action
7. Check the results

May be photocopied for student use.

Sexually Harassing Behaviors

Sexual harassment is:

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2. Making sexual demands, forcefully or subtly
3. Making sexual remarks about a person's clothing, body, or sexual activity
4. Touching, patting, pinching, or brushing against a person's body
5. Staring at a person's body continually
6. Making jokes that are sexual, racial, or age related
7. Teasing or slurring a person's sexual nature continually
8. Sending uninvited messages of a sexual nature by phone or note

Both women and men can be perpetrators of sexual harassment.

Both men and women can be victims of sexual harassment.

May be photocopied for student use.

Facts About Sexual Harassment

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

— The victim as well as the harasser may be a woman or a man.

— The victim does not have to be of the opposite sex.

— The harasser can be the victim's supervisor, teacher, coach, counselor, an agent of the employer, a supervisor in another area, a co-worker, a non-employee, or a fellow student.

— The victim does not have to be the person directly harassed but could be anyone witnessing and affected by the offensive conduct.

— Unlawful sexual harassment may occur without economic injury to or discharge of the victim.

— The harasser's conduct must be unwelcome.

It is in the victim's best interest to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any complaint mechanism or grievance system available.

Source: EEOC, December 1990

May be photocopied for student use.

Determination

Lincoln's Record

Failed in Business, 1831
Defeated in Legislature, 1832
Again Failed in Business, 1833

Elected to Legislature, 1834

Nervous Breakdown, 1836
Defeated for Speaker, 1838
Defeated for Elector, 1840
Defeated for Congress, 1843

Elected to Congress, 1846

Defeated for Congress, 1848
Defeated for Senate, 1855
Defeated for Vice-President, 1856
Defeated for Senate, 1858

Elected President of United States, 1860

Finally . . . Success

May be photocopied for student use

TRANSPARENCY MASTER 5 - Successful Human Relations
CIMC - 3 - 33

TM 5

ASSIGNMENT SHEET 1

INTERACTING WITH OTHERS

3

Name _____ Score _____

OBJECTIVE 1

Evaluate personal maturity in interacting with others.

INTRODUCTION

The teen years offer many opportunities to gain maturity. However, with opportunities also come obstacles. These obstacles along the road to maturity may detour or sidetrack your progress if you do not know how to cope with them.

INSTRUCTIONS

Ask yourself the following questions; rate yourself on your answers. Which of the characteristics that mature people are expected to possess do you reveal?

Functional Reading
- Follow written instructions

General Relating
- Identify personal values/attitudes

A mature person . . .	Usually	Some-times	Never
. . . is realistic and can face facts and see things as they are.	____	____	____

☞ **NOTE:** It takes courage to identify and overcome such obstacles as limited income, talents, or ability to excel in school subjects.

A mature person . . .	Usually	Some-times	Never
. . . takes criticism as a challenge and tries to do something constructive about it.	____	____	____

☞ **NOTE:** The ability to accept a reminder of your shortcomings without getting angry takes considerable self-control.

. . . takes responsibility for his or her own actions.	____	____	____

A mature person . . .	Usually	Some-times	Never
. . . avoids lashing out when disappointed or when unable to do what he or she wants.	____	____	____

☛ **NOTE:** Relationships can be seriously damaged by unreasonable anger or resentment and by blaming others for your failure.

. . . avoids running from problems.	____	____	____

EXAMPLE: Pretending to be sick; daydreaming

A mature person . . .	Usually	Some-times	Never
. . . makes the best of poor situations.	____	____	____

ASSIGNMENT SHEET 2

INTERACTING WITH OTHERS 3

Name _____ Score _____

OBJECTIVE 3

Identify defense mechanisms used in specific situations.

INTRODUCTION

All people use defense mechanisms to cope with difficulties. Their words and actions help them handle such feelings as fear, pain, rejection, and guilt. Being able to understand the meaning behind their words and actions will help you understand the emotions with which they are coping. You also will recognize many of the defense mechanisms you use.

INSTRUCTIONS

Label the following situations and quotations according to the dominant kind of defense mechanism being used by placing the appropriate letters in the blanks on the following pages.

Functional Reading
- Follow written instructions

General Relating
- Identify personal values/attitudes

A. Giving up too easily ("sour grapes," rationalization)

B. Blaming someone or something else

C. Acting childish

D. Doing something else when a goal or activity failed

E. Taking out feelings on another person, group, or thing

F. Daydreaming about being like someone whose traits you admire

G. Consciously forcing yourself not to think about unpleasant things

H. Developing a personality trait or physical ability to overcome a real or imagined deficiency

I. Expressing emotions as a physical symptom

J. Covering up real problems

K. Transferring emotion to another person

____ 1. "Only the socialites belong to the speech club, so I don't really want to join it"

____ 2. Getting drunk because you had a fight with your girlfriend

____ 3. Mother feels that housekeeping has become too routine and, thus, takes out her frustrations on her husband and children

____ 4. "I can't get a date because I'm too tall"

____ 5. "I can't ask her out because I'm shorter than she is"

____ 6. A person gets in trouble and yells at the next person that gets in his or her way

____ 7. A person gets "nervous" and eats a lot after a disappointment

____ 8. "I couldn't come to the meeting because my car wouldn't start"

____ 9. A fragile boy imagining that he stopped a gang of crooks by himself

____ 10. "I don't want to talk about it"

____ 11. Cheating on the second test because you failed the first one

____ 12. Compulsive gambler

____ 13. Beating fist against the wall

____ 14. A girl with a weight problem who became Miss America

____ 15. "I really didn't want to be cheerleader anyway. It would take too much time."

____ 16. "I can't do that, I'm not as smart as they are"

____ 17. "I'd like to be like my oldest brother"

____ 18. "I'm a minority, poor, and from a broken home"

____ 19. "I have an upset stomach so I'd better go home instead of working today"

____ 20. "Son, I don't want you to drive that far alone at night"

____ 21. "I like her; she reminds me of Susie"

____ 22. Playing tennis to calm frustration and anger

____ 23. Crying, pouting, stomping out of a room, refusing to eat or talk

____ 24. "I'm not going to play along if you're going to do that"

____ 25. "I'm too busy to participate" when you really could but are afraid of being laughed at

____ 26. "They won't let me"

____ 27. "Only the popular kids get to plan the prom"

ASSIGNMENT SHEET 3

INTERACTING WITH OTHERS 3

Name _____ Score _____

OBJECTIVE 10

Discuss a human relations case study.

INTRODUCTION

The quality of employee-supervisor relations depends upon both persons' communication skills and understanding of human behavior. Each person must want to establish and maintain a positive relationship which requires care and effort.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Interactive Communications
- Apply questioning techniques
- Work effectively in a group

Teamwork/Cooperative
- Identify needs/drives
- Select/apply appropriate behavior
- Resolve conflicts

Part 1

Read the following case study, and discuss as a class. Questions that you may want to include in the discussion are listed below.

Case Study

Kathy has worked as a cook in a small hospital for five years. She has been a conscientious worker and takes a great deal of pride in her work. She is willing to help the other cooks, and too frequently they take advantage of her good nature. Kathy feels that she is overworked, but she has never said so. Because she has never received a promotion and feels overworked, she has decided to accept employment elsewhere. When she gave her two weeks' notice, the food service supervisor said, "Kathy, you can't quit; we need you." She was persuaded to think it over for a few days. At home that night, she told her husband that this was the only complimentary remark that the supervisor had ever made to her.

1. What does Kathy want most from her job?
2. How does this need compare with those of most people?
3. How could Kathy have fulfilled this need without changing employment?
4. What must the food service supervisor do to avoid such situations in the future?

5. What are several areas of good human relations that have been neglected in this department?

6. How can Kathy respond in a positive way to her supervisor's request for her to stay?

7. Share similar examples of human relations that have been harmful or helpful in your school.

Part 2

Create a one paragraph case study similar to the one in Part 1. Use a real or hypothetical school or work situation. In a second paragraph, suggest ways the problem could have been avoided or how it could be resolved.

ASSIGNMENT SHEET 4

INTERACTING WITH OTHERS 3

Name _____ Score _____

OBJECTIVE 11

Create a plan to overcome personal fears.

INTRODUCTION

No one is born confident. And no one is born with fear. Both being confident and being afraid are characteristics that are learned. The list of fears people have is endless. Here are some examples of fear which keep people from being successful:

. . . fear of what others think or say
. . . fear of failure in school
. . . fear of losing a job
. . . fear of physical pain
. . . fear of competition
. . . fear of investing time and money
. . . fear of not getting a job

The truth is that 99 percent of all the things people fear or worry about never happen. If a person could redirect all the energy wasted on worrying into ways of taking advantage of strong points, he or she could be successful beyond all dreams. Yet, the problem exists: people do have fears. To dismiss these fears with the old saying that "it's all in your imagination" doesn't work. Fear is fear, whether it is real or imagined. This powerful force destroys a person's confidence.

In learning to be more confident, the first step is to recognize that fear exists. You must know what your fear is before you can do anything to overcome it.

When you know what your fear is and you do nothing about it, the fear grows. Taking action to eliminate fear means more than simply "hoping for the best." It means actually doing something.

EXAMPLE: Sometimes on a navy ship the crew will go through an "abandon ship drill." During this drill the crew members first put on life jackets. Then, under close supervision, each person jumps off the ship into the water. Even though expert swimmers are present and a boat is close by to pick up the crew, some are always afraid to jump. Such persons must be encouraged to participate in this drill—they are pushed. When they hit the water, fear often vanishes.

Determination

Lincoln's Record

Failed in Business, 1831
Defeated in Legislature, 1832
Again Failed in Business, 1833

Elected to Legislature, 1834

Nervous Breakdown, 1836
Defeated for Speaker, 1838
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Defeated for Senate, 1855
Defeated for Vice-President, 1856
Defeated for Senate, 1858

Elected President of United States, 1860

Finally . . . Success

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Cognitive Activities
- Define a problem
- Identify underlying causes
- Devise a solution
- Develop an action plan

Read the case study and answer the questions that follow.

Sara is a salesperson who goes from door to door. For the last two months sales have been down. Yesterday her supervisor called her into the office for the third time this month. Her supervisor laid it on the line and said, "Get those sales up, or you may lose your job." Sara is worried about her appearance, her sales presentation, her bookkeeping, and the possibility of losing her job. She recognizes all these fears, but her action is limited because she is only hoping for the best.

Part 1

1. What could be Sara's problem? _____

   _____

2. What actions should Sara take? _____

   _____

Part 2

Take a few moments to recall an incident in which you were afraid. Visualize the faces of the people involved, hear their words, see their actions, and feel as you did then. Then complete the statements.

1. The thing I feared was _____

_____

_____

2. To overcome the fear, I _____

_____

_____

3. Something I often fear is _____

_____

_____

4. I now know I can overcome this fear by _____

_____

_____

WRITTEN TEST

INTERACTING WITH OTHERS 3

Name _____ Score _____

OBJECTIVE 1

Evaluated on Assignment Sheet 1.

OBJECTIVE 2

Select from a list kinds of defense mechanisms. Write an "X" before correct kinds of defense mechanisms.

____ 1. Blaming someone else or something else

____ 2. Asking for a raise or promotion

____ 3. Acting childish

____ 4. Giving up too easily

____ 5. Doing something else when a goal or activity failed

____ 6. Accepting responsibility for your behavior

____ 7. Taking out feelings on another person, group, or thing

____ 8. Transferring emotions to another person

____ 9. Covering up real problems

____ 10. Consciously forcing yourself not to think about unpleasant things

____ 11. Requesting another opportunity to prove yourself or your abilities

OBJECTIVE 3

Evaluated on Assignment Sheet 2.

OBJECTIVE 4

State effective ways to interact with others. Write ten ways in the blanks.

- _____
- _____
- _____

May be photocopied for student use.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

OBJECTIVE 5

Arrange in order the steps of problem solving. Write a "1" before the first step, a "2" before the second, etc.

____ A. Check the results.

____ B. Make a decision.

____ C. Determine the objective.

____ D. Get the facts.

____ E. Weigh the facts.

____ F. Recognize the problem.

____ G. Take action.

OBJECTIVE 6

Select from a list ways to maintain self-respect. Write an "X" before true statements of ways to maintain self-respect.

____ 1. Learn to accept compliments and gifts graciously.

____ 2. Communicate feelings to others without giving advice.

____ 3. Apologize for opinions that differ from other people's opinions.

____ 4. Give something in return when you receive a gift.

____ 5. Avoid the "oh, whatever you want to do" attitude.

____ 6. Improve relations without putting yourself down.

____ 7. Ask to be helped before you try to help yourself.

May be photocopied for student use.

OBJECTIVE 7

State ways to achieve self-control. Write five ways in the blanks.

- _____
- _____
- _____
- _____
- _____

OBJECTIVE 8

State guidelines for handling sexual harassment in the work place. Write four guidelines in the blanks.

- _____
- _____
- _____
- _____

OBJECTIVE 9

State ways of dealing with co-workers who have negative attitudes. Write one way to handle each type of negative co-worker in the blanks.

Grouch _____

_____

Bossy person _____

_____

Complainer _____

_____

Gossiper _____

_____

May be photocopied for student use.

OBJECTIVE 10	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 11	**Evaluated on Assignment Sheet 4.**

May be photocopied for student use

ASSIGNMENT SHEETS

OBJECTIVE 1

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 3

Assignment Sheet 2

1.	A	8.	B	15.	A, J	22.	D
2.	D, J	9.	F	16.	A	23.	C
3.	E	10.	G	17.	F	24.	A, C
4.	A	11.	D	18.	B, J	25.	A
5.	A	12.	D	19.	I	26.	A, B
6.	C, E	13.	D	20.	K	27.	A
7.	D	14.	H	21.	K		

OBJECTIVE 10

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

OBJECTIVE 11

Assignment Sheet 4

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

Evaluated on Assignment Sheet 1.

OBJECTIVE 2

1, 3, 4, 5, 7, 8, 9, 10

OBJECTIVE 3

Evaluated on Assignment Sheet 2.

OBJECTIVE 4

Answers should include any ten of the following:

- Work to meet the basic needs of others.
- Respond to emotions first.

- Realize that other people's feelings make sense to them.
- Show understanding and appreciation of other people's feelings.
- Be aware of other people's feelings as well as what they are saying.
- Show restraint with obnoxious people.
- Help people feel at ease, important, and useful.
- Remember birthdays, special occasions, kindnesses shown, and troubled times with visits, cards, or some other kind of token.
- Return borrowed items promptly to their correct places.
- Remember manners and common courtesies.
- Give credit to others by acknowledging their work.
- Realize that every human being is a worthy individual.

OBJECTIVE 5

A. 7
B. 5
C. 4
D. 2
E. 3
F. 1
G. 6

OBJECTIVE 6

1, 2, 5, 6

OBJECTIVE 7

Answer should include any five of the following:

- Determine if the goal is yours or someone else's for you. It is very difficult to direct your behavior to obtain a goal that you do not value.
- Weigh the positive results against the negative. Write these down so you can recall why reaching the goal is important.
- Use self talk such as "I ought to; I should; I must" followed by the specific action needed to obtain the goal.
- Tell a trusted friend what you want to do, and ask him or her to remind you in a kind way when you seem to forget your goal.
- Give yourself praise for progress you make.
- Visualize yourself having reached the goal; imagine how you will feel, look, sound.

OBJECTIVE 8

Answers should include all of the following:

- Prevent sexual harassment by being in control.
- Should sexual harassment occur, tell someone immediately.
- Write down exactly what happened.
- Determine what you want to do.

OBJECTIVE 9

Answers should include at least one of each:

Grouch - Be pleasant and sympathetic. Realize that many reasons may cause crankiness.

Bossy person - Do not allow co-worker to give you orders. Pay attention to details and follow directions as accurately as you can.

Complainer - Avoid complainers. Counteract complaints with cheerful, positive statements.

Gossiper - Refuse to listen to gossip.

OBJECTIVE 10

Evaluated on Assignment Sheet 3.

OBJECTIVE 11

Evaluated on Assignment Sheet 4.